DOCUMENT RESUME

ED 357 435 EA 024 841

AUTHOR	Jensen, Jacquie; And Others
TITLE	Middle Level Leadership Handbook. National Leadership Camp Curriculum--Adviser's Guide.
INSTITUTION	National Association of Secondary School Principals, Reston, VA. Div. of Student Activities.
REPORT NO	ISBN-0-88210-254-0
PUB DATE	92
NOTE	82p.; For accompanying student guide, see ED 342 072.
AVAILABLE FROM	National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091-1537.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Communication Skills; Extracurricular Activities; *Goal Orientation; Leadership Training; Secondary Education; Student Development; *Student Government; *Student Leadership; *Teacher Student Relationship; *Team Training
IDENTIFIERS	*National Leadership Camp Curriculum

ABSTRACT

This guide, designed to accompany the "Middle Level Leadership Handbook" student guide, is helpful in assisting student advisers in building student leaders and overseeing student organizations. The guide begins with a section on leadership that covers how to process a learning experience, organize beliefs, and form ideas on leadership. The next section, on meeting skills, includes key concepts, techniques, and troubleshooting. A goal setting section includes a step-by-step process for setting individual and group goals. An organization section covers starting a student council, committee formation, and student elections. A section on self-esteem includes an exercise on self-awareness. The next section gives pointers on public relations (PR) as well as how to organize a PR campaign and where to direct it. A section on communication offers 10 guidelines to good communication, suggests strategies for speaking and listening and one-way and two-way communication. Problem solving and decision making are addressed in the next section, which is followed by a team-building section that provides tips on how to motivate people to work in groups, discusses normal group processes and group problems, and gives various "how-to's" on understanding and participating in groups. The final two sections cover activities and evaluation. (JPT)

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MIDDLE LEVEL LEADERSHIP HANDBOOK

National Leadership Camp Curriculum--Adviser's Guide

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MIDDLE LEVEL LEADERSHIP HANDBOOK

National Leadership Camp Curriculum—Adviser's Guide

To Accompany:

Middle Level Leadership Handbook:
National Leadership Camp Curriculum—Student Guide

By

Jacquie Jensen, Jan Kurtz,
Kenni Spencer, and Earl Reum

Produced by

National Association of Secondary School Principals
Division of Student Activities

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Published by NASSP

- *Executive Director:* Timothy J. Dyer
- *Associate Executive Director, Director of Publications:* Thomas F. Koerner
- *Director, Division of Student Activities:* Dale Hawley
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Copyright 1992
ISBN 0-88210-254-0
National Association of Secondary School Principals
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Dear Adviser/Teacher/NLC Staff Member:

There is no way to put into words how important you are in the life of each young person who is using these leadership materials.

This is not a group of answer pages, but simple security for having "something" to offer in each area of leadership skills.

Your own ideas and experiences are essential here. Your facilitating of activities is the process that works the best.

Young leaders know a lot, but also are good at "looking as if they know."

They are gifted in special ways. They really want to be effective, to do a great leadership job. They need your support, your nurturing, your sense of humor—your willingness to go along. But they also need answers, experience in doing things right, and they need you to believe that they are capable of greatness!

Thanks for being you, for working with these magical young human beings.

Jacquie Jensen
Jan Kurtz
Kenni Spencer
Earl Reum

Leadership

A Letter to the Student Adviser

Probably, we should admit to each other that the r ason most of us were chosen for the job of adviser was that we had a vacant assignment (or countenance) and "they" didn't know what to do with us; or perhaps it was our turn to "suffer" next (alphabetically); or perhaps our name tag fell off the hook first. The real reason many of us were selected had little to do with the objectives of the class or our educational qualifications/experience, etc. An adviser once noted that the best preparation for being an adviser was to be run over by a truck! But whether you got the short straw, or were kicked by a horse, or simply made the mistake of appearing in the office door at the precise instant the principal was considering "that adviser assignment," CONGRATULATIONS are in order! The success of your group will be directly related to the quality of the job you accomplish.

People will give you trouble. (Do the job anyway!) Some members of the staff will refuse to speak to you. (Continue with the goals as you see them!) Some people in the community will criticize you for being too possessive or not aggressive enough or too "light-hearted" or anything else to distract you from achieving. (Please don't give up!) Your spouse will indicate the high costs of separation; that you are married to the building; that the principal has "stuck" you with an impossible job; that your *own* kids don't know you; that other teachers have time for *their* families; that you have given too much! (And here I'm telling you that you must give more, more than you think you can ever possibly give, and do it without complaining.)

There will be times when you won't know if it is worth all the effort, when you decide you will never try another field-trip or help another student writer prepare a news release. But you must keep doing, must keep caring, must keep trying to help design significant learning experiences for young people who cannot possibly learn these essential concepts except through these experiences!

Maybe, we're trying to say that "faith is the vehicle"—faith in self, in others, in the idea of student participation. And faith means believing even when there is no sustaining evidence. We often pretend to believe in student involvement until the time comes to use it—or when apathy is overwhelming—and we forget; perhaps we need new eyes. We have to look at events and people and ideas as if they have never happened before, and we must eagerly anticipate magnificent things from students.

Satchel Paige said, "Never look back—something may be gaining on you." So don't look back in anger, nor forward in fear, but *around* in awareness! We must know that we do truly know some things. We need to care that we care. We need to learn about learning and feel about feelings and discover about discovering. This is really tough stuff; (it has never been easy), but this year will be a significantly difficult one. It will be more difficult this year perhaps than it has ever been, but the product/the process will be worth it! Kids have a right to have something fabulous happen in their lives. (And so do we!) We must work at being constantly aware of the possibility that something great might happen today—which is genuinely significant for young people. We must provide the time/opportunity for it to happen. This assignment is as tough as any teaching task in the world. And all our lives depend on how well we do.

Surveys tells us that if something is going on, kids will show up! So will teachers (even gripers) but they will be there, where the action is; It matters!

A Few Questions for Processing a Learning Experience: The Learning Spiral

DESCRIBING: (Adjectives/Objective Truths)

*Describe what happened and the sequence of events:
*What really went on? Was going on?
*Be specific with details.
*Who else had the same experience? (Saw what I saw/felt the same way?)
*Who reacted the same? Differently?
*What did you really observe?
*How do you know?
*Check it out with others.

MEASURING FEELINGS: (My personal reaction)

*How did I internalize these events?
*How do I feel different now?
*How did I feel different then?
*What true feelings connect with this event?
*Which of my feelings conflicted with the facts at the time? Now?

INTERPRETING (Making sense of data)

*How do I account for what happened?
*What does it truly *mean* to me?
*How was it good? bad? indifferent? Slow? Fast? Substance? Froth? etc.
*What truths have been demonstrated here?
*What do I better understand about myself, my group, my goals, the process? Why?

GENERALIZING: (Drawing connections)

*What does all this suggest to me?
In general: _____ Specifically: _____
*What universal principles do I see operating here?
*How do these events relate to other experiences in my life?
*What things, events, ideas do I associate with all this?
*What did I learn, relearn?
*What hopes were stirred for me?

APPLYING: (To use in future situations)

*How can I apply these truths, experiences, events, feelings?
*What can I do to hold onto what is important here?
*How am I going to use these experiences?
*What are the consequences of doing or not doing what I have chosen to do?
*What changes can I make that will achieve these ideas and goals?
*What would I do differently? What the same?
*What life-support systems were created or refurbished here? How? Why? When?

What really happened?
What did I see?
What are the facts?
Who says so?
Where is it reported? How?
What did I hear?
What is most real about all this?
What other feelings do I have about these events?
What is the sequence of experiences?
How can I describe this better?
What did I learn?
What surprised me?
What surprised others?
What was funny? Why?
Was I offended or edified?
Was I hurt? Angry? Confused? Hopeful? Discouraged?
How can I keep an attitude of positive expectation?

Let's Organize Our Beliefs

We must know what student leadership really is (at least what we say it is) and what kinds of power it has, and how it works.

Student leaders in our school should improve communication, bring every student into touch with what we are trying to learn, and have a chance to make it educationally.

Students need:

- to belong, to be meaningfully involved in something that really counts for them.
- to feel success in genuine achievement which they regard as their own.
- to feel compassion, freedom, and discovery.
- to be able to use their lives to make a difference in their own world.
- to be able to contribute positively.
- to live comfortably in the face of anxiety.
- to cope with threats against their identity (real and imagined).
- to feel control over their own destiny.
- to be responsible for their own behavior; to know the consequences and to face them and accept them.
- to own self-concepts that are real, relevant, appropriate, and respected; to be aware of their own becoming.
- to have a number of chances to become better people than they are right now, and the freedom to want to.
- to share strong feelings of affection with at least one other person.
- to be open to change and personal growth, to become an agent of constructive change in the world.
- to have ideas they can value and share.
- to search for truth and meaning and relevance.
- to have a chance to learn as much as they can, as well as they can, as fast as they can, about what is true.
- to have a will and reason to try.

We have to build resources into people to help them face anything. (Not just fill their tanks but to give them the techniques for manufacturing their own fuel and handling their own repairs and maybe building their own vehicles from their own resources in their own world.) That's what education is about.

I Must Know How Things Work in Schools

Schools work in different ways, but there are some common threads we ought to examine. If the school works in a particular way, and if I follow how most schools work, then probably I'll be able to get things considered, and to help conditions change in positive ways.

A Few Ideas for Leading and Following

Learning to be a leader is like learning to play the piano. To become good at it, you must practice.

Good leaders are not born; they learn to be that way. They practice leadership skills until they become good at them. A good leader knows there is no such thing as a "perfect leader," so we keep focused on improvement. *You can lead* when and if you decide to, but how well you lead depends on your skills—and the situation and other people. Remember that we are learning—we're practicing leadership so that we can become good at it! Quality leadership takes a lifetime of practice.

LEADERSHIP—4A

Leaders have many important characteristics:

- They are going somewhere
- They are able to influence other people to go with them
- They like themselves—who they are and what they are becoming.
- They like other people, and they show it!
- They _____
- They _____

Have you been in a group that has been made comfortable by their leader? For most people, there is a feeling of warmth, security, and safety with a leader like that. (This is one skill of leaders.)

A great leader is a good finder, looking for positive attributes in others.

A good leader brings out the best in people. Personal leadership causes others to choose to get involved.

A good leader has special qualities that create good feelings and productive behavior. The leader can be an excellent greeter and a good teacher. The leader may be captain of a group that is together for one purpose or several. A leader makes it easier to achieve the group's goals.

Sometimes leaders are nervous about leading, or they crave power, or they seek popularity without choosing to nourish other people. Leaders who are only popular seldom make a difference with their lives. Some leaders are good at sharing responsibility with followers; others have a hard time knowing how to help.

There are times when we like to do things without having someone else tell us how to do it. (We can be our own leaders.) And there are other times when it helps to have someone who is in authority, who has skills and can guide us. There are times when a leader ignites a group—shares the leadership with everyone—and we accomplish miracles.

We all must keep discovering what skills it takes to lead *and* to follow effectively in each situation.

Good leaders have:

1. *Self-control.* (Personal control comes before controlling others.)
2. *A sense of fairness.* (Being fair with people develops respect.)
3. *The ability to make decisions and to plan.* (Starting with workable ideas and goals, a good leader can make decisions and stick with them. A good leader can change when change is needed.)
4. *Courage.* (This starts with knowing yourself and being able to stick with your beliefs and decisions.)
5. *A working approach.* (Competent leaders work harder than most of their followers. They pay attention to details, can organize and carry through.)
6. *The ability to get along with others.* (Try *really* listening to other people. Try to understand what's needed and wanted, and communicate in an open way with others as much as possible.)
7. *Self-acceptance and belief in the abilities of groups to succeed.*
8. *Understand that it's okay to be an effective follower some of the time.*
9. *Ability to examine each situation* and choose personal skills to lead or follow to serve the group.
10. Now list the ones *you believe* are the most important qualities of leaders and followers and both together.

It is possible to learn to be a leader! We just have to decide what a real leader does . . . and do it really well!!

A Few Ideas About Leadership

1. Realize that "people support what they create." The more people see their involvement as important, the more they will be committed to the group and its goals.
2. Apathy is destroyed by inspired leaders, involved members, quality programs.
3. Respect the rights and opinions of each member. Keep channels open! Always look for new ways to use member suggestions and to merge energy, ideas, and dreams in "our best effort, together."
4. Believe in the magnificent potential of each other person.
5. A large group can be broken into small groups to better involve people.
6. The best ideas may appear late in a meeting. Keep listening! Never give up!
7. Be honest with others and help others feel free to be honest with you. Through real communication we can move mountains. (Both misunderstanding and anger grow bigger in silence.)
8. Decide that your group is working with you, *not for you*. Focus on "different *from*," not "better *than*."
9. Let each person be free to contribute and to grow. Realize that the more active, committed, and strong people you have in your group, the stronger the entire organization will be! (but tougher to keep together).
10. Commitment and enthusiasm are contagious! Miracles are possible.
11. Believe in people; trust them; draw out the best in them. People will rise to your highest expectations if they feel trusted and can be responsible.
12. Good leaders can be led. Leaders must be focused (not on having their own way, but finding "the best way"). We must encourage open minds. I must constantly realize that I could be wrong. The other person may be right! I must listen intently.
13. People cannot really "hear me" unless they have experienced what I say in their own lives. We believe in experiential learning.
14. There is no such thing as a dumb person, a stupid idea, an unqualified member, a lousy program, *if* these are not allowed to exist by an inspired leader.

Learning takes place if:

I experience it—do it.
I describe it—tell it.
I find meaning in it—examine it.
I discover truths and principles.
I apply them to future experiences.
I do something—experience it.

This process can create a significant learning spiral, and now I ask myself:

What surprised me?
What did I learn?
What basic truths are here?
What can apply next time?
How can I be more effective?
How can I listen better?
What skills do I need to strengthen?
What ideas do I need to share?
How can I help other people grow?

A Point of View

Each year, principals ask teachers to sponsor the activities of a cocurricular group as part of the "official teaching duties." Some teachers do not fully realize why such requests are made. Some do not understand the ramifications of such requests.

Seldom do we stop to reaffirm that:

- School systems actively believe in student activities as a learning vehicle
- Every teacher can perform a vital function in the educational success of the program for youngsters
- Specific teachers are asked to assume cocurricular responsibilities because of special abilities, opportunities, talents, or skills.

The activities program by its very nature is in constant flux. General purposes are constant, but the techniques for realizing these purposes are continually changing. Many activities have been redirected to meet new situations currently facing young people, our culture, and the entire activity concept.

The constant reevaluation and renewal of an activity are basic processes for the educational effectiveness of the participation concept.

Advisers must:

- Provide educational foundations for various student activities at all levels
- Reappraise and revitalize activity programs and provide structural framework for further developments in the light of current student needs.
- Furnish students with materials concerning concepts, purposes, methods, and policies that apply to this area of the curricular offerings of schools.

The adviser has a difficult job that can be accomplished by no other. Here are inspirational references to help establish the goals, to ensure the educational framework, and to allow for those processes of learning that are fundamental to the activities concept, a concept that is uniquely American, responsibly educational, and capable of magnificent achievement when understood and directed by an adviser.

Meeting Skills

Meeting Skills

Key Concepts

- Kinds of Meetings
- Planning for Meetings—Agendas
- Decision-Making Techniques
- Evaluation

Techniques:

- Parli Pro—Main Motion & Amendments
  - Committee—Table
  - Voting
  - Personal Privilege
  - Procedure Motions

- **Brainstorming**
  - Quantity of Ideas

- **Interaction Technique**
- Roles of Facilitator
  - Recorder
  - Group Member
- Group Memory

- **Action Planning**

- **Buzz Groups**

Troubleshooting

Instructor Notes

Implementation Suggestions

Use Play-Doh to illustrate motion/movement

MEETING SKILLS—2A

Some Basic Needs of People in Groups

Leader! If you want my loyalty, interest, and best efforts as a group member, you must know that:

1. I need a SENSE OF BELONGING
   a. A feeling that no one objects to my being here.
   b. A feeling that I am sincerely welcome . . . even needed, respected, appreciated.
   c. A feeling that I can honestly participate and be myself.
2. I need to have a share in planning the group goals. I need to feel that my ideas have had a fair hearing.
3. I need to feel that the goals are within reach and that they make sense to me.
4. I need to feel that what I'm doing contributes to human welfare—that its value extends beyond the group itself.
5. I need to share in making the rules of the group—the rules by which we shall live and work toward our goals together.
6. I need to know in clear detail just what is expected of me so that I can work confidently.
7. I need to have responsibilities that challenge, that are within range of my abilities, and that contribute toward reaching our goals.
8. I need to see that progress is being made toward the goals we have set.
9. I need to be kept informed.
10. I need to have confidence in our leader, confidence based upon assurance of consistent fair treatment, of recognition when it is due, and trust that loyalty will bring increased security.

In brief—the situation in which I find myself must make sense to me regardless of how much sense it makes to anyone else.

MEETING SKILLS—3A

Planning Meetings

The key to the success of any meeting, regardless of how it is run, is planning and preparation. Some basic questions to answer include:

- What are the desired outcomes of the meeting?
- What type of meeting do we want to have?
- Who should attend? What could be the composition of the group?
- What kind of involvement and participation do we want?
- How many people do we want present? What is the size of the meeting? How should we make it larger or smaller?
- How big a place do we need? What kind of place should it be? Where are we going to meet? What should be the seating arrangement? Speaking arrangements?
- What roles and responsibilities should individuals use during the meeting?
- Who will have the power and authority to make decisions? What powers of appeal exist?
- What methods and techniques of discussing, planning, problem solving, and decision making are we going to use?
- How much time are we going to have? How can we use it most effectively?
- What kind of agenda will we have? Who prepares it?
- Will there be presentations? Who will check on these for readiness and completeness?
- Will there be a record kept? Evaluation made? How will we distribute these later?
- How are we going to choose jobs, deadlines, and responsibilities?
- How will we follow up for greatest effectiveness?
- And what else?

Meeting Goals

Let's choose the kind of meeting we need in order to serve the goals we have chosen for this specific meeting to accomplish:

NOTE: All these functions could happen during the same meeting session.

SOME KINDS OF MEETINGS:	Leader's Job:	Member Action:	Useful Techniques:	Is a decision wanted or needed?
1. To inform: To communicate information the group members do not have.	Tell, describe, show, demonstrate, illustrate	Listen, watch, accept, adopt	Movies, slides, lecture, panel, charts, visuals	Yes
2. To persuade: To move members to understand and accept decisions that have been made previously. (To "sell" a decision.)	Tell, describe, justify, explain	Listen, watch, question, commit	Lecture, charts, Interaction	No
3. To explore topics: To gather facts, ideas, or opinions from the group. The goal is to generate ideas.	Define, listen, consider, create, encourage	Listen, consider, tell, create	Brainstorming, buzz groups, questions, group participation, Interaction	Decisions are possible here
4. To solve problems: To define what the specific problem is. To achieve a group decision on a course of action.	Define, listen, mediate, summarize, decide, act	Listen, describe, debate, decide, commit, act	Skills in defining and delineating the problem with abilities to select and use solutions. Interaction.	Yes
5. To build human beings: To develop group pride.	Listen, question, hug, laugh, encourage	Participate, commit, laugh	Music, refreshments, laughter, listening, praise, Interaction	No
6. To inspire				No
7. To make a decision	To chair the process.	To participate	Parliamentary Procedure	Yes
8. To help people like each other	To chauffeur, make introductions, create a positive climate	To participate	Music, games, mix food, encouragement	No
9.				
10.				

A Few Secrets for Successful Meetings

I have some secrets for you! They seem almost stupid because they are so obvious. I know that you already know these things along with secrets of your own. But that is one of the secrets: You know things that no one else knows.

One of the secrets is that if you don't have planned meetings, you will have ineffective meetings where unprepared representatives try to discuss items that no one knew would be brought up. People will respond negatively! Confusion will create apathy, which will result in non-attendance, which can destroy the group.

Well-planned meetings, on the other hand, will move in a positive direction, get things done, and tell people what was accomplished and what is being planned.

MEETING SKILLS—4B

Skills Needed for Successful Meetings

Meeting Procedures:	Parliamentary Procedure; Interaction Technique; Brainstorming; Action Planning; Discussion Groups; Buzz Groups; other possibilities?
Preparation:	Prepare a comfortable room; get materials needed; write an agenda and time schedule; set objectives.
Publicity:	People must be notified; times must be set; agreement must be reached.
Procedures:	Conduct meetings with respect for each person; Move from gathering data to taking action.
Guidelines:	Encourage full participation; Stay on task, on time; Set goals and achieve them.
Purpose:	Every meeting needs goals; every member needs to know what they are and accept them personally.
People:	Everyone's opinion matters; encourage/strengthen relationships of group members; value each person, idea, opinion . . . and the process itself.

MEETING SKILLS—4C

An Effective Meeting Should Have Many of the Following Characteristics

1. CHOSEN OUTCOMES—Clear, agreed upon goals. (Mutually owned.)
2. PRINTED AGENDA—Clearly listing the issues and topics: who, what, when, where, and action items are clearly listed for the meeting to act upon. The group "owns" the agenda, too.
3. SELECTED MEETING TYPE—The right skills to serve the goals of this meeting.
4. POSITIVE NATURE—The meeting will be a worthwhile use of people's time.
5. CLEAR ROLES—People know what's expected of them (their jobs in the meeting).
6. PREPARATION—Participants, leaders, and presenters are fully prepared.
7. RIGHT ROOM SET-UP—The seating arrangements support the meeting's purpose.
8. CLEAR DECISION-MAKING POWER—Amount of authority/power is understood.
9. UNBIASED CLIMATE—The meeting leaders are neutral, fair, and firm.
10. TOTAL INVOLVEMENT—Every person feels welcome to participate.
11. REAL ISSUES—Genuine problems and topics are honestly considered. Hidden issues of members are openly faced and displayed.
12. PROCESS SKILLS—The group exercises a variety of tools to achieve its goals. (Parliamentary Procedure, interaction, discussion, brainstorming, etc.)
13. OPENNESS—Diverse opinions are sought out, respected, and fairly considered.
14. SHARED RESPONSIBILITIES—Participants actively build teams, share ideas, seek decisions, use meeting skills to achieve group goals.
15. EVALUATION—The meeting report card from the participants says that the meeting was effective and of quality.
16.
17.
18.
19.
20.

How Should We Plan Meetings?

Have ideas for the meeting.

Share them.

Choose goals.

Choose a meeting place/time.

Prepare an agenda:

Before each meeting, a written agenda should be delivered to members so they can be prepared to give committee reports, discuss topics, etc. An agenda is a brief list of items that will be considered at the meeting. The agenda can be written by the president, the adviser, or a committee.

Usually the agenda is given to members two days before the meeting. It also can include the publicity notice about the meeting.

Write and deliver the agenda.

Many student groups meet once a week. Some meet daily or twice a week and others meet once every two weeks. Meet as often as necessary to do a good job.

1. Find the best room possible, one that is quiet, well-ventilated, with good lighting, and easy to reach. (A regular meeting place is best.)
2. Stock the room with desks or tables, and office supplies (pencils, staplers, paper, calendar, computer, telephone). Make sure the equipment is working.
3. Know the location of electric sockets, microphone, podium, and other equipment needed for a guest speaker or film presentation.
4. Keep a catalog of materials. It could include names of faculty members, and staff, names and home phones of group members, etc.

Get ready:

1. Arrange chairs away from windows and doors to avoid distraction. Use a circle or square arrangement so members can see each other. If you use newsprint to record ideas of the group, arrange the chairs in a semicircle facing the newsprint. (Have plenty of markers and masking tape.)
2. Have paper and pencils for every member and a large calendar that each person can see. Always have a laminated picture of goals in full view.
3. Start on time! Announce at the first meeting that each meeting will begin exactly on time. Then do it!
4. Agree on the ground rules. Is the group so large that members should rise when speaking? Can members speak without raising their hands? What processes will you use during the meeting? Does everyone understand each process and why?
5. Follow the agenda. (Changes may be made with the group's consent.)

Brainstorming

What Is Brainstorming?

"Brainstorming" is a way to stimulate creative thinking.

Simply stated, it is the free expression of ideas on a given subject without the evaluation of the ideas by the group.

The idea of brainstorming is not new. It was popularized in 1953 by Alex Osborn upon the publication of his book, *Applied Imagination*, and through the subsequent work of the Creative Education Foundation. Brainstorming has been used successfully by many industrial and research organizations in solving business, engineering, scientific, and management problems.

How Does It Work?

Listed below are the essential elements of a brainstorming session:

1. The group leader writes the problem to be considered on a chalk board or butcher paper. The ques-

tion should be stated briefly, specifically, and in a stimulating manner.

2. The reason for the question should be made clear to the group. The group leader should provide all background information as well as information about how the ideas will be used.
3. The ground rules for brainstorming should be made clear. These are:
   a. Every idea is acceptable (even if it sounds silly).
   b. No evaluation of ideas is allowed during the brainstorming. This includes both verbal evaluation and non-verbal expressions.
   c. The quantity of ideas is the main goal—quality ideas will normally follow. This is called "free-wheeling."
   d. Building on the contributions of others, "hitch-hiking," is encouraged. Some of the best suggestions result from the stimulation of others' ideas.
   e. A time limit for the brainstorming stage should be used.
4. The presenter lists each idea on the conference pad as quickly as possible. It is written exactly as given. Hesitation in recording an idea can appear to be disapproval.

   Usually the session begins with an initial spurt of ideas and then slows down. At this point, a new flow of ideas may be stimulated if the group remains silent for several minutes and thinks about the problem and the ideas previously suggested. Writing out ideas individually helps.
5. Once ideas are expressed, something must be done with them. The group can evaluate the suggestions or, as an alternative, the group can divide into subgroups. Each subgroup selects 10 of the most promising suggestions. The groups report their results to the reassembled group, which attempts to arrive at a group consensus. The method of evaluating and using the ideas resulting from the brainstorming depends, of course, upon the area of freedom of the group, the nature of the problem, and the time available.

Where Can Brainstorming Be Applied?

Brainstorming is needed for staff meetings, problem-solving meetings, and meetings to explore possible courses of action. It is very useful for encouraging suggestions, gaining participation by group members, and as a training device.

Team-Building Activities

Purpose:

Individual needs, group needs, and task needs are all present during any group interaction.

Individual-Personal Needs are felt most strongly in the beginning, and until they are met, the group never really moves on. It is important to take time at the beginning of the school year to build a team within the group.

Group Needs are the needs that take place when you, as an officer or member, are aware of where the group is coming from and where the group is going, along with how you fit into the process.

Task Needs are the surface needs that bring the group together in the first place.

Investing time at the beginning of each meeting for a team-building activity will reap rewards in the long run.

Activities

These team-building activities are designed to help members get to know one another.

1. Stand if you did any of the following during the summer:
   1. Left the country
   2. Suffered a sunburn
   3. Learned something new
   4. Had a relative visit
   5. Visited a friend
   6.
   7.

2. *Forced Selection*. The group is lined up in the middle of the room and members are asked to go to the right for one choice and to the left for the other:

   Do you see yourself as:
   a leader ..... or ..... a follower
   a Mercedes..... or ..... a Jeep
   a rose ..... or ..... a wildflower
   a designer outfit..... or ..... a pair of jeans
   a sunny day..... or ..... a rainy day

   After the selections are completed, the subgroups should talk among themselves about why they made the choice they did.

3. *Paired Sharing*. Take turns sharing with a partner:
   1. Two things you like about yourself.
   2. One talent you feel you have.
   3. One of your WINS.
   4. A goal you wish to achieve.

CHART FOR HANDLING MOTIONS

TYPES OF MOTIONS	INTERRUPT SPEAKER	SECOND REQUIRED	DEBATABLE	AMENABLE	VOTE NEEDED	RECONSIDER	REMARKS	EXAMPLE
MAIN MOTION	NO	YES	YES	YES	MAJ.	YES	Introduces business or states a proposal for group action.	I move that the club sponsor a dance, Friday, November 7.
SUBSIDIARY MOTIONS[1] Postpone indefinitely	NO	YES	YES	NO	MAJ.	YES[2] or NO	Used to test the strength of the main motion. If the motion carries, the main motion is lost.	I move the matter be postponed indefinitely.
Amend Motion or Substitute Motion	NO	YES	YES	YES	MAJ.	YES	Ways to amend: insert, add to, strike out, or strike out and insert. Substitute motion replaces main motion if passed.	I move to amend the motion by striking out the words "Friday, Nov. 7" and inserting the words, "Sat. Nov. 22." Or, I move the substitute motion, namely, that the dance be on the 22nd of November."
Amend Amendment	NO	YES	YES	NO	MAJ.	YES	Pertains only to the part that has been included in amendment.	I move to amend the amendment by striking out the words "Sat., Nov. 22" and inserting the words, "Oct. 25."
Refer to Committee	NO	YES	YES	YES	MAJ.	YES[3]	May be assigned to a standing committee or to a committee to be appointed or elected with instructions to investigate, recommend, or take action.	I move that we refer this matter to the social committee.
Postpone to a Definite Time	NO	YES	YES	YES	MAJ.	YES	Purpose is to delay action to some specific time.	I move to postpone action on this matter until our next meeting.
Limit Debate Previous Question	NO NO	YES YES	NO NO	YES NO	2/3 2/3	YES NO	Apply to main motions only, except when others are specified. Purpose is to limit or stop debate.	I move the previous question, namely, the main motion.
Table	NO	YES	NO	NO	MAJ.	NO	Purpose is to postpone for more pressing business until later in the meeting or until next meeting. See: To Take from Table	I move to table the motion.
PRIVILEGED MOTIONS[4] Orders of the Day Refer to the agenda	YES	NO	NO	NO	MAJ.	NO	Demand conforming to agenda.	I call for the orders of the day, or, I move that we consider the topic on the agenda, namely . . .
Question of privilege	YES	NO	NO	NO	CHRMN.	NO	Purpose is to bring up an urgent matter on rights of members; i.e., noise, disturbance, etc.	I rise to a question of personal privilege.
Recess	NO[5]	YES	NO	YES	MAJ.	NO	Intermission as for meals, counting ballots, etc.	I move we have a 10-minute recess to count the ballots.
Adjourn	NO[5]	YES	NO	NO	MAJ.	NO	Purpose is to terminate the meeting.	I move we adjourn.
INCIDENTAL MOTIONS[6] To rise to a point of order	YES	NO	NO	NO	CHRMN.	NO	This means that the person feels that there has been a breach of parliamentary rules or decorum.	I rise to a point of order, (state point) I believe that it is not within school policy to hold school-sponsored dances outside the Village of Chagrin Falls.
To appeal from the decision of Chair	YES	YES	YES	NO	MAJ.	YES	Must be made immediately. Used when it is thought that the chair has made an incorrect decision.	I appeal from the decision of the chair. (State appeal)
To suspend a rule	NO	YES	NO	NO	2/3	NO	An agreement to temporarily change the order of business. If there is no objection, the chairman may call for a vote.	I move to suspend the rules in order to allow the speaker his full 30 minutes.
Objection to consideration of motion	YES	NO	NO	NO	2/3 NEG.	NO	Applies to main motion only, and must be made before any debate.	I object to the consideration of this motion.
Division of House	YES	NO	NO	NO	CHRMN.	NO	Verifies by hand, standing, or roll call vote the decision of the chair.	I call for a division of the house.
Parliamentary inquiry information	YES	NO	NO	NO	CHRMN.	NO	An inquiry or request is addressed to the chair, but if permission is granted, may be addressed to other members of the group.	I rise to a parliamentary inquiry, or, I rise for information. (State question) or, May I have the chair's permission to ask a question? (State the question)
Withdraw motion	NO	NO	NO	NO	CHRMN.	NO	A withdrawal of a motion is made by member making motion before discussion or with general consent before the vote.	I request permission to withdraw my motion, namely (state the motion).

1. Subsidiary motions change in some way the main motion. They have precedence in the order in which they are listed. The further down the list, the higher the priority.
2. Yes, if positive. Negative vote cannot be reconsidered.
3. Motion to refer to a committee can be reconsidered only before committee has begun consideration of the question.
4. Privileged motions have precedence over main motions and all subsidiary motions. The further down the list, the higher the priority.
5. May interrupt in an emergency. Privileged when other business is before the house; otherwise, treat as a main motion.
6. Incidental motions have equal ranks. They have no precedence or priority except to those motions to which they apply.

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What Some of the Terms Mean

ADDRESS THE CHAIR means to speak to the presiding officer.

ADJOURN means to dismiss or end a meeting.

AGENDA means a list of items to be considered at a meeting.

AMEND means to change or modify a motion.

BALLOT means to vote by the casting of a ballot.

CHAIR means the presiding officer of the meeting.

DIVISION OF THE HOUSE means a standing vote called for by a member.

EX-OFFICIO means by virtue of office, as "The president is an ex-officio member of that committee."

HOUSE means the club or organization, this grop.

LAY QUESTION ON THE TABLE means to put aside a motion for further consideration at another meeting.

MAJORITY VOTE means the choices of more than half the members present and voting at the meeting.

MEETING means a gathering of the organization's members.

MINUTES means the record of work at each meeting (usually kept by the secretary).

MAKE A MOTION means to propose a certain project be done by the organization. Say "I move that we . . ."

NEW BUSINESS means a proposal that is brought up for the first time.

NOMINATION means placing the name of a person for an office on the list to be used for elections. (It is not a motion and requires no second.)

OBTAIN THE FLOOR means to gain the right to speak, (permission and recognition are given by the chairperson). No one may speak unless recognized by the chairperson.

POINT OF ORDER means seeking to clarify or correct a procedure.

PRO-TEM means "for the time being," as "She/he is secretary pro-tem"—acting in place of the secretary who is absent.

THE QUESTION or "CALL FOR THE QUESTION" means the motion before the assembly. Used when members wish to close the discussion and put the matter to a vote. This means they are ready to vote. To "move the previous question" is to make a motion to end discussion. It is handled like a main motion, and requires 2/3 to pass.

QUORUM means the number of members necessary to carry on the business.

REFER TO A COMMITTEE means to put certain work in the hands of a small group of members who can consider the matter more effectively than the whole organization. The committee reports its results at a later meeting.

SECOND means a member indicates that at least one other person is in favor of discussing the motion. All motions must be "seconded."

SPECIAL COMMITTEE means a committee appointed for a particular purpose.

STANDING COMMITTEE means a committee provided for in the constitution, usually appointed for one year.

UNFINISHED BUSINESS means business that has been carried forward from a previous meeting.

WITHDRAW A MOTION means a motion that permits a motion to be withdrawn. It is not debatable, cannot be amended, but may be reconsidered.

Parliamentary Procedure

FORM OF MAKING MOTIONS (To be used by a member) Always address the chair with either Mr./Madame Chairperson, President, Presiding Officer.	PUTTING THE QUESTION TO A VOTE (For use by the Chair)
MAIN MOTION I move I move the adoption of this report. I move to present the following resolution . . . I move its adoption.	It has been moved and seconded that . . . Is there any discussion? Is there any further discussion? All those in favor of the motion, which is . . . , say "Aye"; Opposed, "No." The motion is carried (or) the motion is lost and you have voted to . . . (repeat the motion).
AMEND I move to amend the motion by inserting . . . between . . . and . . . I move to amend the motion by adding . . . after . . . I move to amend the motion by striking out . . . I move to amend the motion by striking out . . . and inserting . . . I move to amend by striking out the motion and substituting this motion . . . (read the substitute motion).	It has been moved and seconded to amend by . . . Is there any discussion: All those in favor of amending the motion by . . . , say "Aye." Those opposed, "No." The amendment is carried, (or it is lost). On substitution: vote first on substituting. If carried, vote on the substitute, which has become the main motion.
REFER TO COMMITTEE I move that this matter be referred to a committee of . . . to be named by . . . with instructions to . . .	It has been moved and seconded to place the matter in the hands of a committee. Is there any discussion? All those in favor of placing this matter in the hands of a committee say, "Aye." Those opposed, "No." The motion is carried. You have voted to . . . (or) the motion is lost
TABLE I move that this matter be laid on the table.	It has been moved and seconded that this matter be laid on the table. All those in favor say, "Aye." Those opposed, "No." The motion is laid on the table, (or the motion is lost).
TAKE FROM THE TABLE I move that the motion . . . be taken from the table.	It has been moved and seconded to take the motion from the table . . . All those in favor say, "Aye." Opposed, "No." The motion is carried and you have taken the motion from the table . . . You have before you the motion . . . (proceed to act on the motion) or, The motion is lost.
PREVIOUS QUESTION I call for (or move) the previous question (2/3 vote). (Stops debate and orders an immediate vote.)	The previous question has been called. Shall we stop debate and order an immediate vote? All those in favor stand. Be seated. Opposed, stand (2/3 vote) The motion is carried, (or the motion is lost). If carried, proceed at once to vote on the pending question without further debate.
POSTPONE TO A SET TIME I move that this matter be postponed to . . . I move that this matter be postponed to . . . meeting at (name time) and be made a special order of business. (2/3 vote required)	It has been moved and seconded to postpone this matter to . . . Is there any discussion? All those in favor of postponing this matter to . . . say "Aye." Those opposed, "No," and you have . . . (general order). It has been moved and seconded to postpone this matter to . . . and that it be made a special order of business. Is there any discussion? All those in favor of postponing this matter to . . . and making it a special order, stand. Those opposed, stand. (2/3 vote) The motion is carried, (or the motion is lost).
POSTPONE INDEFINITELY I move to postpone this matter indefinitely.	It has been moved and seconded to postpone the matter indefinitely. Is there any discussion? All those in favor of this motion, which is to postpone the matter indefinitely, say "Aye." Those opposed, "No." The motion is carried (or the motion is lost).

The Interaction Method for Conducting Meetings

Much of a student leader's time is spent in meetings. Individuals and groups may become frustrated by the way time is used or by the way students treat each other during meetings.

The Interaction Method of meeting skills is designed to increase participation in meetings and to use available time effectively. It is based on four well-defined roles that correct and balance each other.

1. **The Facilitator:** Keeps the group focused and leads it to its goals.
2. **The Recorder:** Writes down group member ideas on butcher paper, posted so people can clearly see their recorded words.

Brainstorming becomes easy. The goal is to collect as many ideas as possible and the rules are few:

- Ideas are positively stated.
- Ideas are briefly stated.
- No criticism or evaluation is allowed until brainstorming is finished.
- Everyone participates.

3. **The Group Member:** Participates actively, helping the Facilitator and Recorder do their work. Supports other members while staying open and positive.
4. **The Chairperson/President:** Serves with other group members. Expresses opinions. Makes assignments. The parliamentary restriction of neutrality is not expected.

The Interaction Method serves as an automatic pilot. If a person strays, the people in other jobs bring that person back on course. Group members can tell the recorder if an idea is missed.

Roles

The Facilitator:

- Is a neutral servant of the group
- Does not evaluate or contribute ideas (unless given permission by the group)
- Focuses group energy on a common task
- Suggests alternative methods and procedures
- Protects individuals and their ideas from attack
- Encourages everyone to participate
- Helps the group find win/win solutions
- Coordinates pre and post-meeting organization
- Makes a contract with the group*

*"Hi, I'm Jane and I'm going to facilitate today's meeting. I will encourage your participation, keep you on track, keep you moving, make suggestions about ways to attack a problem. I won't evaluate any ideas or add my own. I'm just here to help you get through the agenda successfully. I need you to tell me when I'm not sticking to my contract. Are there any questions? Can we agree, then, on my job?"

Specific Techniques:

- Clearly define your role
- Show the group an agenda and ask for revisions and additions
- Get agreement on a common problem and process before beginning
- Boomerang questions back to group members (e.g., "I don't know; what do you think?")
- Be positive—compliment the group
- Accept corrections non-defensively
- Don't talk too much
- Support and keep the recorder in the role
- Don't be afraid to make mistakes
- Help to educate the group

MEETING SKILLS—15B

The Group Members

Using the Interaction Method, group members have the following roles and responsibilities:

- To see that ideas are adequately recorded
- To keep the facilitator and recorder neutral and out of the "content" discussion. (Process is the focus.)
- To take responsibility for the success of the meeting—"It's your group!"
- To use the same supportive behaviors, tools, and techniques that the facilitator uses (protect people, encourage participation)
- To focus energy on the content of the problem
- To respect and listen to other individuals
- To vary seating pattern—avoid cliques
- To let go of "idea ownership"
- To listen to all others say and to try to understand what they mean. Ask questions.
- To try to keep an open mind

Paraphrase Techniques:

Say what you like first!
Protect others' points of view
Facilitate from your seat

The Recorder

The role of the recorder is to record basic ideas on large sheets of paper in full view of the group.

The Recorder

- Does not edit or paraphrase
- Uses the words of the speaker
- Records enough of the speaker's ideas so they can be understood later
- Remains neutral like the facilitator and does not contribute personal ideas
- May lag behind, but that's okay; if the recorder gets lost or didn't hear, that person may stop the group and ask people to repeat or slow down
- Makes a contract with the group

Suggestions

- Listen for key words
- Try to capture basic ideas, (the essence)
- Don't write down every word
- Take corrections non-defensively
- Write legibly; print/write an inch and a half high
- Write fast
- Don't be afraid to misspell
- Abbreviate words
- Alternate colors and use colors to highlight, divide ideas, underline
- Vary size of writing/printing
- Use stars, arrows, numbers, dots, etc.
- Number and date all sheets

MEETING SKILLS—15C

The Group Memory*

- Helps the group focus on each task
- Is an instant record of a meeting's content and process
- Captures all ideas; it frees participants from taking notes
- Depersonalizes ideas
- Helps participants relax; they don't have to hold onto and defend their ideas
- Prevents repetition and wheel spinning
- Encourages participation because it respects each individual's ideas
- Enables group members to check to make sure their ideas are being recorded accurately
- Increases group's sense of accomplishment
- Makes it easy to catch up latecomers without interrupting the meeting
- Makes accountability easier; decisions are written down in clear view of the group; (who is going to do what, when)
- Is low cost, easy to use, and available to any group

*Butcher paper taped to the wall

(Be careful that marking pens don't "leak through" onto the wall.)

The Facilitator

- Is a neutral servant of the group
- Does not evaluate or contribute ideas (unless given permission by the group)
- Focuses energy of the group on a common task
- Suggests alternative methods and procedures
- Protects individuals and their ideas from attack
- Encourages everyone to participate
- Helps the group find win/win solutions
- Coordinates organization
- Makes a contract with the group*

*"Hi, I'm Jane and I'm going to facilitate today's meeting. I will encourage your participation, keep you on track, keep you moving, make suggestions about ways to attack a problem. I won't evaluate any idea or add my own. I'm just here to help you get through the agenda successfully. I need you to tell me when I'm not sticking to my contract. Are there any questions?"

Specific Techniques

- Clearly define your role
- Show the group an agenda and ask for revisions and additions
- Get agreement on a common problem and process before beginning
- Boomerang questions back to group members (e.g., "I don't know; what do you think?")
- Be positive—compliment the group
- Accept corrections non-defensively
- Don't talk too much
- Support and keep the recorder in his/her role
- Don't be afraid to make mistakes
- Help to educate the group

Action Planning

What Is It?

A process to develop strategies for positive change.
A method of collaborative planning that gives you influence on the outcome.

What Are Underlying Principles?

People support what they help create.
People involved in making changes should have a part in making plans and decisions for change.
Working in groups stimulates realism and accuracy.
Brainstorming ensures creativity and a nonjudgmental atmosphere for generating ideas.
The process works *toward* something.

What Are the Benefits of Using the Action Plan?

It opens up the system.
It involves the people who make the change.
It invites people to invest interest, time, and responsibility in the outcome.
It keeps the input and atmosphere positive and avoids resistance to change.
It dignifies people by accepting their input and assigns them responsibility for implementing the changes.
It properly identifies the problem and sets priorities.
It continues the evaluation, revision, and change process.
It develops a starting point.

How Can We Use Action Planning?

Each team either develops a new action plan or evaluates and updates an existing action plan.
Each team fills in a job chart that details each member's task responsibilities.
Each team holds regular team meetings (at least monthly) for progress reporting and assignment of additional tasks.
Each team attempts to involve more people in implementing the plan and expanding the team.

MEETING SKILLS—16B

Unusual Uses Test

Purpose: To increase a group's capacity to think creatively—especially about familiar things.

Rules: As in brainstorming,
- List *all* ideas
- Do *not* discuss
- Do *not* judge
- Repetition is O.K.

Use simple everyday objects like a shoelace or a matchbox and ask for any use to which it might be put. Like brainstorming, the group may reach a plateau but will eventually move on to more imaginative ideas.

Follow-up: Once your group is "turned on" to creativity, approach one of your key problems with the same freedom and imagination. You will be surprised at the results.

Another follow-up is to have each member make a brief report using a common object, for example, a flower pot. You will be amused at the creativity this will produce and the subtle shift in the power structure. (The most vocal are not always the most creative.)

Planning for this and participating in it will bring a breath of fresh air to most groups and the entire meeting will function on a much more creative level.

MEETING SKILLS—17A

Getting the Most from Group Discussion

Group discussion is group thinking, the pooling of the best information and the best thinking of the group in order to reach the best solution or to obtain the best information. To achieve these goals, participants must:

- Think clearly.
- Think for themselves.
- Be open-minded.

In getting ready for a discussion of a problem, participants should organize their thoughts.

- Be clear about the meanings of the terms being used.
- Analyze the problem: How serious is it? What effect is it having? What are the causes? What are the goals? What tentative solutions are there? What are the advantages and disadvantages of these solutions? What suggestions are there for carrying out the proposed solution?

Is it important for participants to set a few preliminary goals, such as:

- To accept responsibility for doing my fair share.
- To prepare myself so that I can contribute effectively.
- To learn from each experience: to improve participation as it progresses.

The person who is thoughtful, open-minded, honest but tactful, and sympathetically interested in the ideas of others, while desiring to promote the common good is ideal for participation in discussion. One should speak well and listen actively. An inquiring mind will sincerely seek to share successful experiences and knowledge with others.

The participant must be conscious of the need for well-ordered group thinking. Some attitudes and abilities needed in discussion are:

- An ability to clarify the relationships among ideas
- An honest desire to make objective judgments
- A respect for honest differences of opinion
- A desire and ability to locate and reduce the areas of actual disagreement to specific, clearly understood issues

- A desire and ability to locate and remove elements of misunderstanding whenever these are at the root of disagreement
- An earnest desire to achieve the maximum degree of agreement possible while still allowing participants to be true to their own values and beliefs.

Additional advice for participants:

- Speak whenever you have something relevant and useful to offer.
- Do not monopolize the discussion.
- Do not interrupt others.
- Do not talk too long; present your thoughts in simple, to-the-point language.
- Be specific, illustrative, and concrete.
- Be open to change. Consider that your most precious beliefs might be subject to question.

What To Watch Out for in Meetings

- **NO CLEAR, AGREED-UPON AGENDA**
  At the start of the meeting, know the specific results you want to achieve by the end of the meeting. Either get together to plan the agenda, assign a person to phone around and then write the agenda, or develop one on the spot at the start of the meeting. Get it accepted.
- **LEAVING THE PROCESS OF THE MEETING TO FATE**
  Separate the power (authority) and content (subject matter) from the process (how the meeting proceeds). As a meeting leader, either choose to facilitate yourself, or ask a group member to do it—(facilitating is helping the group stay on track, on time, encouraging participation, reaching your goal, etc.)
- **SPEEDING OFF WITHOUT A MAP**
  Ask: "Where does this meeting fit in the overall plan for dealing with the issue?" Take time for a planning process, to lay out the time frame, steps, interim deadlines, etc.—your meeting map. GO SLOW NOW TO GO FAST LATER.
- **MIXING PURPOSES**
  Be clear (by using your agenda) whether you're planning a procedure (drawing the map) for dealing with a topic, or actually dealing with it. In other words, you're either laying out the steps you'll take or actually taking a step. One purpose at a time.
- **TOO MANY AGENDA ITEMS**
  An over-ambitious agenda is very easy to fall into and sets the group up to fall short of its goals. Always ask: "Are these goals realistic and within the time frame?"
- **NO MUTUAL AGREEMENT ON WHAT THE PROBLEM REALLY IS.**
- **JUMPING IN WITH A SOLUTION TOO EARLY**
  There is a danger in arriving at a pet solution problem with other people. Involve all the members in agreeing on the problem and developing the solution.
- **PREMATURE MOTIONS**
  Don't make a motion until the problem is fully discussed. If you can't agree on the problem, you probably can't agree on the solution (the motion). Premature motions divide the group and create disagreements.
- **SHIFTING FOCUS**
  Stay on the same subject; use the same process. For example, either brainstorm or evaluate ideas, not both at the same time. List possible solutions or alternatives, then talk about criteria for choosing among them (time, cost, people required, likelihood of administrative support, etc.)

MEETING SKILLS—20A

- **LACK OF VISUAL HELPERS**
  Find a way for participants to follow the subject as the meeting proceeds. Use flip charts or other means to help everyone focus on the content flow.
- **UNCLEAR OR INCOMPLETE ACTION ITEMS OR DECISIONS TO MAKE**
  Pin down the who, what, where, and when on the spot. Check out all agreements made during the meeting at the end of the meeting.
- **TOO MANY PARTICIPANTS; THE WRONG PARTICIPANTS; MISSING KEY PEOPLE**
  When agendas have many items, more people should be there even though they are only involved in one item.
- **MEETING DOMINATED BY ONE OR TWO PEOPLE**
  When this happens, pull back and ask someone to facilitate. Don't miss the opportunity to make the most of all officers; make the most of the opportunity to participate yourself.
- **NOT TAKING TIME TO ENSURE MUTUAL UNDERSTANDING**
  Learn the issues facing other members. Explain your own position. Ask other people to repeat back in their own words what they hear you saying. This will dissolve frustration and noncooperation.
- **UNEVEN PREPARATION; VARYING LEVELS OF UNDERSTANDING**
  Set up a way for people to be prepared to talk about the issues at the same level of understanding.

MEETING SKILLS—20B

Clues for Submitting Proposals to a Faculty Committee

- Begin by deciding if a faculty committee is the group to receive the proposal. (Check everything with the adviser.)
- Write out the proposal. See if it meets the specifications/standards of all those interested in submitting the proposal.
- Clear the issue with the adviser to see if the proposal is still appropriate.
- Find out from the principal's secretary specifically which teacher/administrator is to receive the proposal.
- At the time of delivery of the proposal, determine the appropriate course of action. Ask these kinds of questions:
  - √ *Would you like student representatives at your meeting to consider this proposal?*
  - √ *If so, how many students are appropriate? When? Where? Time?*
  - √ *If no students are expected at the meeting, would any further information be appropriate? What would be needed? When is the deadline? How many copies would be appropriate?*
- Other procedures might be in order at this time, such as notifying the principal that the following matter has been submitted at this time to a faculty committee for their consideration. (Send a copy of this information sheet to the principal as well as to the head of the faculty committee.)
- When an answer comes from a committee, it is appropriate to thank them for their consideration of the issue by sending an official letter of appreciation, regardless of the decision the committee reaches.
- If there are any questions about the decision such as initiating action, these should be checked out with the contact person of a committee.

Goal Setting

Step-By-Step

The following questions may help in choosing goals, either for yourself or for your group:

INDIVIDUAL

1. What do I most want to accomplish?
2. What do I want to be doing 1 year, 5 years, and 10 years from now?
3. What expectations do I have of myself and do others have of me that I wish to strive to reach?

GROUP

1. What is the purpose of this group?
2. What is the unique or special mission of this group, as different from others?
3. What expectations do members, officers, advisers, and supporters have of this group?

Because no individual and no group can accomplish all its goals alone, be sure to answer question 3. Then you can count on the support of others, or find other ways to reach your goal.

Summary of How To Set Goals

- Brainstorm what it is that you (or your group) want to do, to possess, to share, to contribute, to personally become.
- Set both short-term objectives (for this week, today, this minute), and long-term objectives (for this month, quarter, year, five years).
- List both your short and long-term goals in each area of your life: social, cultural, educational, leadership, physical, spiritual, intellectual, family, hobby, etc.
- Write all these goals down (number them in the order of importance).
- Choose activities that will help to achieve your goals. This means that you must consciously choose to do those things that relate to your most important purposes.
- Now list the advantages and disadvantages of each goal and each activity. (Write down what you must give up in order to achieve each goal.)
- Now priorities can be set. (What should be done first? Next? What can wait?)

Here Are Some Words To Share:

Goals:

- Goals are broad, general statements about what you want to do, to be, to achieve, to contribute, or to accomplish.
- Goals are open to growth, but give clearly stated, specific, measurable targets.
- Goals are achieved through choosing and accomplishing activities.
- Goals have a time limit written into the statement.
- Goals are always written with: "to . . . + (action verb) + (result) + (time line or accomplishment date)."

Action Steps:

- Action steps are the path to the goals. You move one step at a time.
- Action steps are your strategy, a plan of action for achieving goals.

Now:

- Today, right now, choose and write out your goals and the projects that support those goals.
- Take a risk. Set goals high (but not out of reach).
- Don't limit yourself. Strive for balance in areas of goals.
- State everything positively.

NOW: Do the same with your group, your council, your family. Clearly choose what you want to do, become, achieve, contribute . . . by when?

Short-Term Goals: Things that will happen today, tomorrow, next week—projects you can finish quickly

Long-Term Goals: Goals for life, for career, for college, for your family

Personal Goals: Those objectives you choose for yourself, short or long term

Group Goals: Short or long-term goals we (as a group) can choose and achieve in the way we decide. We set priorities and then go for 1, 2, etc.

Conflict of Goals: Sometimes personal goals crash into each other (social/family). Group goals can clash violently. Leaders must develop procedures to handle personal and group conflicts that arise from goals. We must also realize that goals change, are achieved, diminish in importance, etc. This can be difficult. Sometimes the group will choose goals that I don't choose. I must deal with the personal conflict as well.

Organization

How Does a Student Council Get Organized?

Before the school year begins:

I. Read the constitution and bylaws (if a set is available, or write a new set if there is none).
   A. How is the student council of the school structured?
      1. How are the members chosen for student council and what do they represent?
         a. Clubs?
         b. Class councils?
         c. Other governing bodies?
         d. Should others be included?
      2. Are there class councils in addition to student council?
         a. How do you work with these?
         b. How do you achieve two-way communication?
      3. Is there some sort of organization with representatives from each administrative period classroom? How do you work with them?
   B. What are the duties of student council?
      1. How much power does student council have with school policy?
      2. How much "say" does student council have on student activities?
      3. What is the working relationship between faculty, administration, class councils, clubs, and student council?
      4. In what areas should student council work? Not work?
   C. Who are the officers and what are their duties?
      1. Are there constitutional limits for the number of offices an all-school leader can hold? Should there be?
      2. Is there a minimum grade-point average? Should there be?
      3. Is there a way for filling an office that has been vacated?
      4. Who forms the executive council? Officers? Others?
   D. Who are the representatives and what is their job?
      1. Are the representatives representing classes or clubs?
      2. Can they make decisions without first talking to the people they represent? Should they be able to?
      3. Do class representatives automatically become members of class council?
      4. If a class officer is not a part of student council, is there a person acting as a go-between? How is s/he chosen?
   E. Is council a member of the state and National Association of Student Councils?
      1. What responsibilities does our council have to these organizations?
      2. Does either organization place requirements on our council?

II. Check on the activities of the past year's council.
   A. Were last year's projects appropriate? Well-attended? Enthusiastically supported? Successful? Did they appeal to selected groups? A variety of groups?
   B. How are the projects judged by the student body?
   C. How are projects received by the staff?
   D. Are teachers aware of student council and its function?

III. Study the budget of last year's council (if there is one available).
   A. What did council spend its money on?
      1. Did they spend it mostly on themselves or on the whole student body?
      2. Did they spend any money on the faculty?
      3. Was the community included?

B. How was money raised?
   1. Sale of products
      a. Candy, posters
      b. Spirit items? (Buttons, etc.)
      c. Contests, dances
   2. Sale of services: shows, washes, working, etc.

IV. Talk with the principal on personal views of student council:
   A. How does the principal define his/her role?
      1. Will the principal veto council ideas? Will the staff? Will the sponsor?
      2. Does the principal plan to attend council meetings?
      3. How open will the principal be to students?
   B. How does the principal view the job of the adviser?
      1. Someone to keep reins on the students?
      2. Someone the principal trusts and "backs" in a fight?
      3. Someone responsible to see that projects run smoothly?
   C. According to the principal, what is student council?
      1. A group that plans and carries out the social activities of the school?
      2. A spirit committee? A service club? A dance-giving society?
      3. A group to be consulted on changes in curriculum or policy?
   D. What are the limitations the principal places on council?
      1. Money for activities?
      2. Behavior of council members?
      3. Types of projects acceptable?
   E. Does the principal have goals for the coming year?
      1. Special projects?
      2. Changes for what we do?
      3. Changes for how we do it?
   F. What role has the principal assigned to other staff people?
      1. Signing purchase orders?
      2. Approval of plans?
      3. Supervising teachers or students?
      4. _____

V. Meet with the other elected student officers/representatives.
   A. What are the goals students have?
      1. Which ones are most important?
      2. How do students view their role in council? In class? In the school?
      3. What special events would students like to plan for the year?
      4. Are there any special school problems students would like to solve?
         a. Lunchroom?
         b. Behavior?
         c. Vending machines?
         d. Curriculum study?
   B. Why did students run for office?
      1. Popularity and honor?
      2. Like to be the center of things?
      3. Desire to work for the betterment of the school?
      4. Others:
   C. Find out if personality struggles are happening among members.
      1. Talk with other students.
      2. Get major differences settled before the school year begins.
   D. Measure the strengths and weaknesses of each student member.
      1. Find meaningful jobs that meet each person's needs.
      2. Keep every person involved.

VI. Find out how to do things. Check school board and district policies as well as unwritten rules-of-thumb.

VII. Inventory equipment and supplies.
   A. Do we have access to a copy machine and a computer?
   B. Do we have permission to use the equipment?
   C. Do we need staplers, scissors, etc?
   D. Do we have paint, brushes, and supplies for the first week of school?
   E. What supplies should be ordered in June to be ready in September? (Make a list!)

VIII. Are the details cleared for summer leadership training workshop?
- A. Do we know who will attend? When? Where?
- B. Do we know the program of the workshop?
- C. What plans do we have for using people who are trained?

IX. Measure the school climate by talking to sponsors, faculty members, students, and parents.
- A. Be ready for anything.
- B. Stress the strengths of "our" situation. Encourage everyone to be aware of problems and strengths.

Student Council Organizational Checklist

Take time to measure your total council each year. Here is a checklist that might help. Add your comments.

☐ Yes ☐ No Officers set specific goals annually (and choose new ones as goals are achieved).

☐ Yes ☐ No Activities that will help achieve each goal are defined and scheduled at the beginning of the year.

☐ Yes ☐ No Officers are required to complete a formal training program.

☐ Yes ☐ No The constitution is reviewed annually.

☐ Yes ☐ No Agendas are developed and used at all meetings.

☐ Yes ☐ No A budget is developed annually and regularly reviewed.

☐ Yes ☐ No The president meets regularly with the principal.

☐ Yes ☐ No The council is represented in faculty meetings.

☐ Yes ☐ No The council belongs to regional, state, and national student council organizations.

☐ Yes ☐ No The council sends delegates to regional conferences, workshops, and meetings.

☐ Yes ☐ No The student body has a chance to measure each activity sponsored by council.

☐ Yes ☐ No Each officer has a written job description of duties.

☐ Yes ☐ No Projects and activities are planned well in advance.

☐ Yes ☐ No Council has interesting, orderly, well-attended meetings.

☐ Yes ☐ No Council has a well-established committee session.

☐ Yes ☐ No Council seeks non-council members to help with projects.

☐ Yes ☐ No Members of committees and council members have a regular opportunity to measure their officers and chairpeople.

☐ Yes ☐ No There is a singular way to raise money.

☐ Yes ☐ No The council has joint projects with classes and clubs within the school.

☐ Yes ☐ No There is a well-organized filing system.

ORGANIZATION—4D

☐ Yes ☐ No There are student-sponsored activities designed to improve curriculum.

☐ Yes ☐ No There are activities designed to improve the community/school relations.

☐ Yes ☐ No Student activities regularly improve student/faculty relations.

☐ Yes ☐ No Council sponsors activities to improve student understanding of programs.

☐ Yes ☐ No Council sends out regular press releases.

☐ Yes ☐ No Council publishes a newsletter.

☐ Yes ☐ No Council surveys student opinion on activities and projects.

☐ Yes ☐ No All committee chairpeople turn in written reports at the end of a project.

☐ Yes ☐ No Council has articles in the school and community papers.

☐ Yes ☐ No Council is respected by faculty, administration, and student body.

☐ Yes ☐ No Council turns in a typed year-end report to the principal.

ORGANIZATION—7A

Kinds of Committees

There are two kinds of committees:

Committees exist for as long as their work exists. Some are year-round; others are short-term.

STANDING (permanent, year-long)

- is named in the constitution, with its duties clearly described
- operates year-round
- includes: executive; budget; communication; clubs, curriculum, drives; evaluations; honors; human relations; orientation; publicity; safety, school store; service and social committees.

PRO TEM or AD HOC (temporary, job-long)

- is formed for a specific job
- has limited responsibility
- works on special events, such as elections, field day, parties, etc.

The Committee

1. The committee head should be a person who pushes the committee along with its work; that individual must be present at all meetings to make reports.
2. The committee membership should include people who are not already involved in other jobs.

A Committee with a Job

1. Hold a meeting of committee members.
2. Agree on what the committee's job really is (details and dates).
3. Agree on jobs for each member (details and dates).
4. Meet again just before or just after.
5. Write out what was accomplished as a committee report.

A Problem-Solving Committee

1. The first thing the committee should do is define the problems to solve and the jobs to do.
2. The group should analyze the problems.
3. Next, the group should develop solutions. This gives everybody a chance to say what they want, especially in a brainstorming process.
4. Now the committee discusses the solutions to the problem.
5. The choices should be narrowed down and then voted on.
6. The committee should plan out how to make their solution work.
7. The committee chairperson presents the solution and the plan to the group, who can approve or disapprove.

8. If approved by the group, the solution should be accomplished. Each person in the committee should be assigned specific tasks by the committee chairperson. Then each person is given a deadline for finishing.
9. After the solution is completed, the committee should gather feedback so the group can run more smoothly and get the job done better next time.
   a. Define the task or problem.
   b. Analyze the problem.
   c. Brainstorm for solutions.
   d. Discuss the solutions that are possible.
   e. Choose one solution.
   f. Plan to implement that solution.
   g. Get the plan approved.
   h. Implement the plan.
   i. Get feedback for future group tasks.

Secrets for Organizing Elections

Any election procedure should teach the use of democratic process to students. The democratic process includes procedures for candidates to announce their intention to run a campaign that acquaints voters with candidates, and voting, which teaches young people the value of citizen participation.

1. Selection of Dates
   A. Schedule with the master calendar.
      1. Avoid conflicts.
      2. Include dates of assemblies.
         a. Check with building committee for any regulations that affect conflicts in dates.
         b. Avoid assemblies during the last week of a marking period.
   B. Schedule voting machines with the election commission.
      1. Ask about the procedure used by the election commission. Follow it.
   C. Publish dates of all elections including:
      1. Voter registration, if required.
      2. Petitions for all school officers.
      3. Candidates' meeting.
      4. Primary assembly or speak-out.
      5. Primary elections.
      6. Final assembly or speak-out.
      7. Final election.
      8. Petitions for class officers.
      9. Assembly.
      10. Primary election.
      11. Final election.
      12. Petitions for student council representatives.
      13. Assembly.
      14. Primary elections.
      15. Final election.
   D. Registration
      1. Arguments for and against.
         a. When a student registers for school, she or he is automatically registered to vote.
         b. Registration is educational and it is required for adult citizens (not automatic).
      2. Procedures
         a. Forms can be used resembling legal registration forms.
            1) Are compiled into a registration book.
            2) Election committee checks for errors.
         b. Alphabetical lists of students in the school are available from programmer.
            1) Are available by class or school as a whole.
            2) Registration can be accomplished by signing next to student's name.
         c. Takes a large campaign to get students to register.
   E. Petitions—One process requires a certain number of signatures before a name is put on the ballot.

1. Petitions force a commitment from the candidate.
2. Petitions force candidates to seek support from fellow students.
3. Contents of petition:
   a. Name of candidate.
   b. Office sought.
   c. Blanks for predetermined number of students.
   d. Approval of two teachers.
   e. Counselor's approval.
   f. Office approval.
   g. Parents' approval.
4. Determine who may sign petitions (people from same grade, registered voters, students may sign more than one, etc.)
5. Establish source of petitions.
   a. Election committee table.
   b. Student council adviser.
6. Adhere to deadline.
7. Check petitions for accuracy.
8. List of candidates compiled.
   a. Qualifications checked.
   b. If required, grade point averages verified.

F. Meeting of candidates.
   1. Election rules are clearly understood.
   2. Rules should include:
      a. Rules stated by the constitution.
      b. Assembly restrictions.
      c. Restrictions on campaign material.
         1) Total cost.
         2) Number, size, placement of posters.
         3) Handbills.
         4) Skits.
         5) Use of school supplies.
      d. Length of campaign.
         1) Removal of campaign material.
         2) Consequences of non-adherence to rules.
         3) Election assembly planned.
      e. Candidates campaign for themselves, not against their opponents.
      f. Campaigns should not interfere with school routine.

G. Primary election.
   1. Voting machines.
      a. List of candidates, verified by adviser, submitted to election commission at least four days before elections.
      b. Election commission prints ballot.
      c. Election commission sets voting machines and instructs students in:
         1) Method of operation.
         2) Method of reading results.
   2. Secret ballot.
      a. Ballots given to each student in homeroom or in election assembly.
      b. Registered voters sign for ballots and vote before/after school or at lunch.
   3. Students vote for 1/3 + 1 candidates to ensure total support for eventual winner. (ex: 10 candidates—divide by 3 = 3 + 1 = 4; voters vote for up to 4 candidates.)

H. Final election.
   1. Voting machines (G.1)
   2. Secret ballot (G.2)
   3. Students vote for one candidate per office.

I. Announcing the results.
   1. Tell candidates the results before announcing them to student body.
   2. Keep final count secret; save ballots in case of challenges or accusations of fraud.
   3. Refer to candidates as "those elected," "those not elected" rather than "winners" and "losers."
   4. Write notes of congratulations to all candidates for their participation, campaigns, attitudes, etc.

Self-Esteem

Self-Esteem

People with good self-esteem have "within direction" and try always to be their own best selves. They are not always struggling to be superhuman, so they are comfortable in allowing others to be their best, too.

An egotist says, "I am the greatest!," which implies that everyone else is second best or worse. A person with a healthy self-concept says, "I am the best me there is; you are the best you!"

People who don't feel good about themselves often base their own worth on the opinion of others. Their behaviors are controlled by other people, and they change their own lives trying to be accepted and valued. It's as if they are the lead in their own life stories, but someone else has written the script and is directing the play.

Students may see themselves in these stereotypes:

The Computer—This person says, "Please like me!" In order to be liked, computers allow others to program their actions and their feelings. Self-esteem comes from pleasing others and meeting someone else's needs. They rarely share an opinion or express their own needs. They may appear to be caring, helpful, and cooperative, but, inside, they might be seething with pent-up frustration and anger.

The Marionette—Others pull strings for puppets' every move. Marionettes feel inadequate about making their own decisions, may feel worthwhile only when their decisions please others, or may feel that they have no control over their own lives.

The Pretzel—The pretzel tries to please everyone else. Trying to be accepted and liked, pretzels twist themselves into the shape they think others like or into the shape they see as most accepted, most athletic, etc. This can be difficult, especially when young people interact with so many different peer groups. The accepted "shape" may change constantly.

The Tuba—Tubas are loud, brassy people who toot their own horns. They repeat the same note. "I am the greatest!" Tubas give self-esteem a bad name; we label them "stuck-up," "conceited," etc. The key motivation for tubas is their never-ending need for attention. Tubas only feel worthwhile when they are noticed. Tubas may appear to feel great about themselves, but really, they depend on others to tell them they are okay. Tubas put down others to make themselves look better. They make excuses for their mistakes and rarely admit them. Mistakes are always someone else's fault.

These personality types are "stereotypes." Rarely does anyone act only in one certain way. "Computers" will sometimes become "tubas" around other "computers." They'll put-down to elevate their own self-worth and to release some of their pent-up emotions.

A person with a good self-concept is different from all these because of "within direction." The opinions of others give information that may help make decisions, but these opinions do not determine the behaviors of self-loving people because they accept themselves as they are and they accept others, too.

One can only love others as much as one loves oneself. If we don't love ourselves first, our love for others will be conditional with "Am I okay?" or "Make me happy!"

People with high self-esteem:

- Use positive self-talk
- Separate themselves from their behaviors ("I am not what I do!")
- Create their own happiness instead of expecting someone else to make it for them
- Take responsibility for the choices they make.

A Wish for Leaders

I sincerely wish you will have the experience of thinking up a new idea, planning it, organizing it, and following it to completion, and then have it be magnificently successful. I also hope you'll go through the same process and have something fail.

I wish you could know how it feels to run with all your heart and lose . . . horribly!

I wish that you could achieve some great good for humankind, but have nobody know about it except for you.

I wish you could find something so worthwhile that you deem it worthy of investing your life within it.

I hope you become frustrated and challenged enough to begin to push back the very barriers of your own personal limitations.

I hope you make a stupid mistake and get caught red-handed and are big enough to say those magic words: "I was wrong."

I hope you give so much of yourself that some days you wonder if it's worth all the effort.

I wish for you a magnificent obsession that will give you reason for living and purpose and direction and life.

I wish for you the worst kind of criticism for everything you do, because that makes you fight to achieve beyond what you normally would.

I wish for you the experience of leadership.

Earl Reum

For Self-Awareness

Coat of Arms

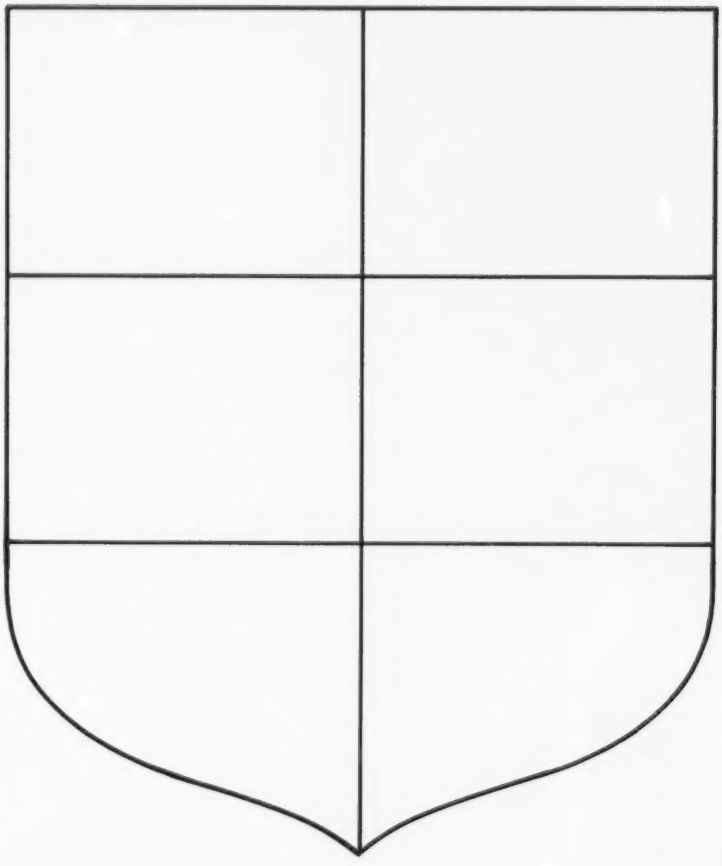
Draw:

1. What I like to do in my free time.
2. Three things that are important to me.
3. One major goal in my life.
4. A special talent that I have.
5. My favorite color.
6. My most favorite things (activity, thing, person).

Directions:

1. Every person needs a "Coat of Arms" like this.
2. Each of us can pick a partner and share our coat of arms for three minutes or so.
3. Now I need to allow three minutes for the other person to share.
4. We can change partners and repeat this sharing.

My Personal Coat of Arms



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Public Relations

Where's the P.R.?

Be Unique! **Be Bold!**

Hot air balloon: This is sure to catch the attention of students. Use it during lunch breaks, athletic contests, before or after school.

Banners: Hang banners on cars, trucks, or on the outside walls of buildings.

Placemats: Placemats are inexpensive to print and can be used during lunch or passed out at local restaurants.

Lunchroom notes: Have the lunchroom cooks place a small card on each tray that advertises the next dance.

School logo: Be sure to utilize the school logo on all publicity.

Restroom Daily: Place a flyer on the inside of stall doors and other appropriate places in restrooms.

Card tents: Use card tents to advertise events by placing them on tables in the cafeteria or library.

Book covers: Print up book covers that display the major events, games, and activities of the year.

Use present activities to announce upcoming events.

T-shirts: Silk screen a catchy message on the front or back of a T-shirt.

Buttons and bumper stickers.

. . . it's in the IDEA!

Be Loud! **Be Crazy!**

Walking bulletin boards: Have the principal walk the halls carrying a large poster board announcing the theme of this year's event.

Costumes: Designated students can wear appropriate costumes, which can draw attention to an upcoming event.

Roving singers: Arrange for a mixed quartet from the school choir to sing in the halls or lunchroom to advertise the coming Holiday dance.

Animal walk: Try bringing an elephant, donkey, or laughing hyena with a poster hanging on their sides, through the school yard. (You might get more attention than you want!)

Fortune cookies: Pass out fortune cookies with a tiny advertisement tucked inside each cookie.

Monthly calendar: Print a monthly calendar of events that is punched and would fit into a three-ring binder. Each month is printed on a different color paper.

Love notes: Pass out folded pieces with the words "love note" printed on the outside. When the note is opened, the facts of the next big activity are announced. "Love to have you know about . . ."

Classroom announcements, demonstrations, or short skits.

Balloons: Tie a balloon to the hand of each teacher and give a prize to the teacher who keeps it on the longest. Advertising is printed on the side of the balloon.

SPIRIT BOARD

sample inserts:

Dance
Track

	Nov. 2-7		Nov. 9-14	
MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY	Dance			
SATURDAY		Track		

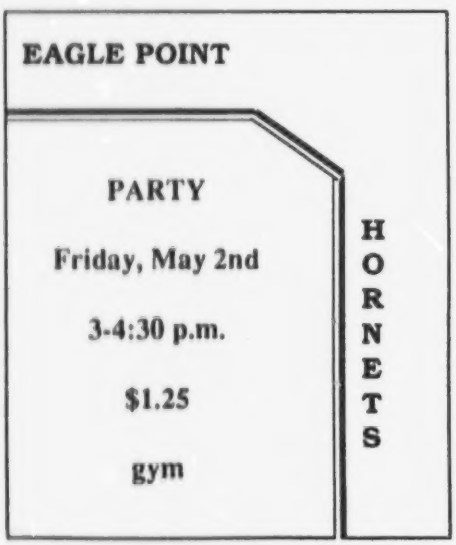
This is a super way to keep your student body informed of coming events: student council meetings, parties, activities, etc. Make a large bulletin board with four pockets for each day. Then make cards with the name of the activity. These cards can be inserted into the pockets weekly. (Be sure to keep the cards, to use again.) Post this in a high traffic place in your school. Assign a public relations manager to keep this board up to date! Cover it with plastic.

The Activities Poster

Great for announcing coming events, dances, sports, elections, etc. Printed with your school name and mascot, these posters make every campus announcement a work of art. Use as fund raisers too! Sell ads to be printed at the bottom of the poster. This will cover the cost for you.

To receive this product contact:

Edgewood Press, Inc.
657 East Edna Place
Covina, CA 91723
(213) 331-3507
approx. cost: 250 copies for $85.



PR: With Administration and Staff

1. Keep the administrators and staff informed of activities, plans, and proposals.
2. Send special invitations to administrators and staff members to attend meetings.
3. Give copies of suggested projects to staff members for their recommendations or approval.
4. Encourage members to meet with staff and administration and talk honestly.
5. Hold special social events for staff members.
6. Offer help to new staff members.
7. Develop and maintain a friendly, courteous attitude of mutual respect.
8. Don't forget the custodians, aides, secretaries, and cooks who are part of the staff.

PR: With the Community

1. Take the lead within the school to cooperate in worthwhile community drives; e.g., The United Way, Red Cross, etc.
2. Conduct special drives to help the community; e.g., bicycle safety, safe and sane Halloween, clean-up, etc.
3. Cooperate with existing community organizations.
4. Make your entire program known to the community.
5. Sponsor activities that the community may attend.
6. Work to bring the community into the school through publicizing various activities.

Some Check-Points on Communications

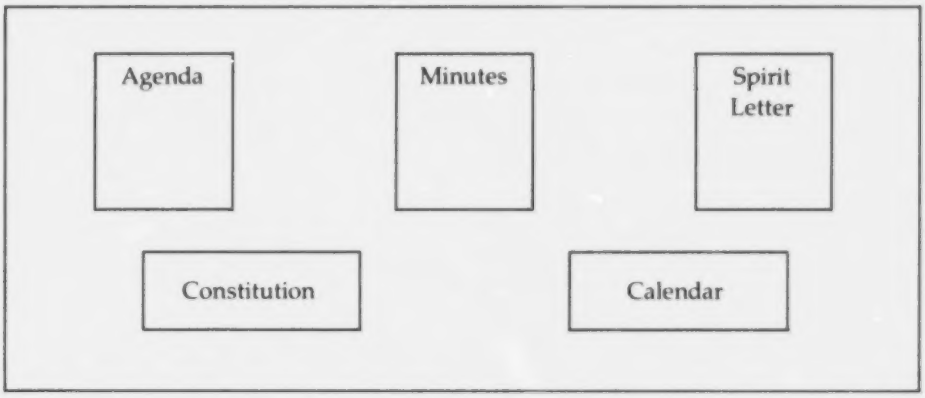
1. Involving non-group members whenever possible provides valuable feedback.
2. Council representatives should be encouraged to give meaningful and enthusiastic reports to their classes.
3. Members must know and see that their wishes, ideas, and interests are used.
4. The staff must be continuously reminded and shown the educational importance of the student leadership group and its work.
5. Members must be protected from falling grades by: being excused from classes only on special occasions and by spacing activities throughout the year.

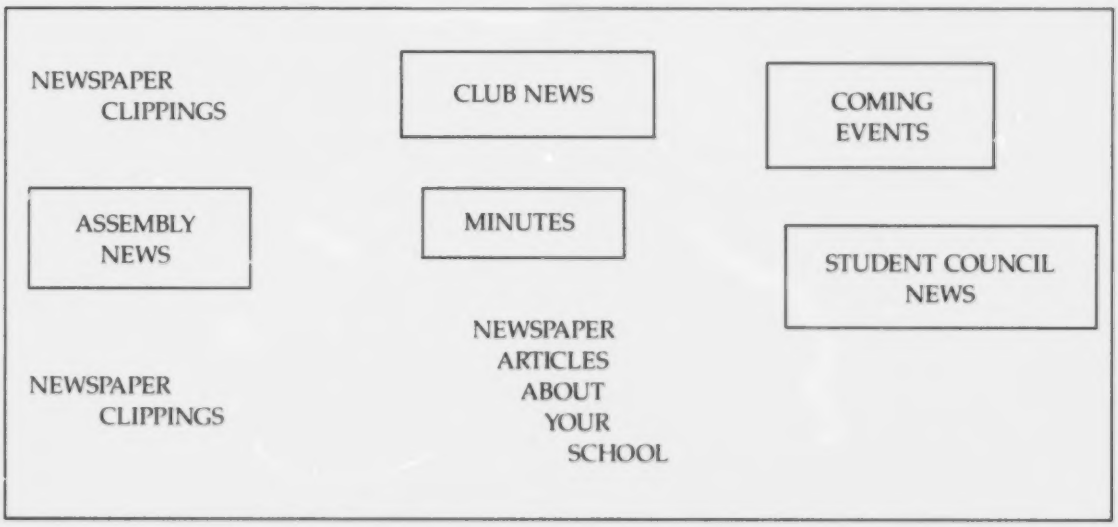
Mini Student Awareness Boards

Here's one way to keep everyone—students, staff, and administration—aware of what's happening with your student council.

Use colorful tag board (22" by 28") as a background to display current copies of your last meeting's minutes, your next meeting's agenda, a monthly calendar, copy of your constitution, and a "What's Happening" spirit letter.

What's a "What's Happening" spirit letter? It's a letter that explains what's happening in student leadership groups and can be written by any one of your officers. It's a great place to thank people for a job well done and to explain in detail what's coming up. It's important to use an eye-catching logo on your spirit letter. Here's a sketch of a mini Student Awareness Board—you can rearrange, add, or subtract from this idea to fit your own school.





PR Committee Responsibilities

First Task

Assign areas of responsibility within the committee. Your major emphasis will be with students and staff.

STUDENTS

Assign each activity as the primary responsibility of one person; e.g., One person should be responsible for the Halloween Haunted House, another person the Holiday party, etc.

One person is responsible to see that the school newspaper has an article on leadership group activities each issue.

One person should see that group minutes are posted in conspicuous places.

Suggestion box, bulletin board, daily announcement, questionnaires, and surveys are other possible areas to assign responsibilities.

STAFF

One person is responsible to see that each staff member receives copies of minutes. (Don't forget cooks, aides, custodians, and secretaries.)

One person is responsible for staff Appreciation Day.

One person is responsible to see that staff members are informed (well in advance) of any activity that might interfere in their area; e.g., students out of class, use of the kitchen, set up of decorations, etc.

One person is responsible to plan special activities for the staff; e.g., windshield washing, apple for the teacher, recognition on special occasions.

Second Task

Set a timeline for each activity; e.g., posters up five days prior to activity, P.A. announcements start seven days early, and handbills are distributed the day before the activity. These timelines (the specific days) should be placed on the publicity committee calendar for the year.

Third Task

Decide how to publicize each activity.
BE IMAGINATIVE!!!
When things are heard or seen in a different way, they tend to be remembered better.

Ideas for Public Relations

1. New staff members and students appreciate a special welcome, a copy of the newspaper, or having their pictures put up in the library.
2. Design, develop, distribute a "special award." (Be sure there are lots of winners.)
3. Choose Student Tour Leaders for the school.
4. Write articles for the P.T.S.A. Newsletter.
5. Write a regular column for the school newspaper.
6. Choose a school slogan.
7. Communicate with other schools.
8. Send a welcome card to new students and new teachers.
9. Make maps of the school to pass out.
10. Recognize people by sending them thank-you notes.
11. Use a bulletin board to post "Who's News"—include students, staff, programs.
12. Have a picture board. Include students, staff, principal, and activities.

PUBLIC RELATIONS—6B

13. Hold Appreciation Days and Weeks—these can be for staff, teachers, custodians, and other special people.
14. Place apples in teachers' boxes.
15. Have a Teacher Pixie for a week or month.
16. Give a "back-to-school" gift. This could be a bookmark, a flower, a pencil or pad.
17. Give announcements on the public address system (if there is one).
18. Have a birthday board where students can post messages to their friends.
19. Tape flyers on lockers. Be sure a clean-up committee is ready to pick up extra flyers.
20. Send "get-well," "sympathy," and "glad you are here" cards.
21. Make round posters with a hole cut in the middle to fit around the clock in each room.
22. Have stationery printed with the student council heading printed at the top.
23. Make cards for faculty and staff for holidays.
24. Wash car windows and leave an appreciation note.
25. Send flowers to secretaries during National Secretary Week (April).
26. Have an exchange day with another school.
27. Send letters to other schools wishing them a successful year.
28. Use the talents of students who have not been officially elected.
29. Use good manners when dealing with *all* people.
30. Smile and be friendly. It is a responsibility to make others feel good about themselves and to instill pride in school.
31. Plan a "caring calendar" and follow it for the month.

PUBLIC RELATIONS—9A, B & C

The ABC's of Public Relations

A is for **advance planning**—essential to your success. Also for **advertising,** a possibility to consider; **artwork,** an important plus; **accuracy,** an absolute must; and **adviser approval,** which is always advisable (often required).

B is for **basics** (who, what, where, when, why). Remember **benefits.** Tell what the project is for; what will result. And answer that timeless question, "What's in it for me?" In the old advertising phrase, "Sell the sizzle, not the steak!"

C is for **cooperation** and **coordination**—musts in any publicity campaign. Remember to give a lot of **credit** to other people. And guard your **credibility.** Your publicity must be complete, factual, and accurate.

D is for **distribution.** Decide on the publics you want to reach. Students come first. But do you also want to reach faculty and board members? Parents? The community-at-large? Once you identify your publics, you can decide intelligently on distribution and media.

E is for **early,** which is when you should start (preferably last week). It's also for **editorializing,** which you should avoid.

F is for **facts**—be sure you have all yours together. It's also for **follow-up,** which you should always do. And for **feature ideas** on specialized aspects of your project, which may get you extra publicity. Of course, you won't forget **faculty,** who should always be recognized for their help.

G is for **grapevine,** still the fastest news medium in the world. Use word-of-mouth to your advantage. G is also **graphics,** which can add much to your posters and newsletters. Get to know the graphics, art, and printing people in your school, and see if you can enlist their cooperation. (And DO give them generous credit!)

H is for **hearing**—a gentle reminder that school public address systems and radio can be used effectively. And hearing the voices of all the various types of students can make your group more successful!

I is for the **inverted pyramid**—which is what news people call the way they write, with the **most important facts first** and the **least important facts last.** Editors cut from the bottom, so be sure your main news is at the top of your news release. (Ask a friendly journalism student or adviser for more ad-

vice on news writing. Or check your media center for a basic text.)

J is for **journalists,** who are people you should know. Whether you're dealing with the student or community news media, know who "covers" the area of your concern. Know their deadlines and special requirements. A personal visit at the start of your project will help you (and the journalist) do a better job. If you can't visit, telephone. (But do either one early, NOT when the person is on deadline or on-the-air.)

K is for **keeping current,** which you must. Attend meetings, or talk to responsible people who did. If a change occurs, publicize it as thoroughly as the original news.

L is for **lettering,** often a problem for student publicists struggling with posters. Transfer lettering, stencils, and stick-on letters make it easy for even a "fumble-fingers" to do a very professional-looking job.

M is for news **media.** Know yours. Have as complete a distribution list as possible. And don't forget church and club newsletters or corporate publications, if applicable. You probably won't have funds for direct **mail**, though bulk rates are lower. But sometimes your flyer or notice can be stuffed in envelopes with something else your school is sending out to parents or others.

N is for **news releases,** the cornerstone of most publicity campaigns. Make sure yours are typed, accurate, and written in standard journalistic style. (See **inverted pyramid** and 5 **w's.**) Include your name and phone number in case there are questions. And, remember, *names* make news. (Just be sure they're spelled correctly.)

O is for **oddities.** After you take care of the basics, you might want to consider a different, unusual, and original publicity idea. (Balloons, billboards, fortune cookies, skywriting, transit cards such as those on city buses, and walking sandwich boards are a few that have been used successfully.)

P is for **posters,** which are as basic as the news release to effective publicity. But posters don't do you any good unless they're posted. Get yours up early in as many visible/high-traffic places as possible. And see that they're taken down immediately afterward. P is also for **photos.** Black and white is preferred to color. (Be sure to send cutlines, with accurate identifications. Obtain releases when necessary.)

Q is for **quotes.** Use them liberally to improve your news releases. Q is also for **questions,** which you should anticipate and answer (before they're asked!)

R is for **results.** Publicize yours when the event is over. Send out a release on how many came; how much money was raised; what it was used for; whatever happened. Follow-up is where most publicity people fall DOWN.

S is for **slides,** and other audiovisual materials. Even if you can't get them in time for this publicity campaign, they may come in handy the next time.

T is for **teasers,** which are always effective, and lots of fun. They can be very elaborate, or as simple as footprints in a hallway. Curiosity may have killed the cat, but it can do wonders for projects. Combine a teaser with T-shirt or button, and you've got a "double whammy."

U is for **unity.** Using the same artwork, logo title, typeface, or other unifying device will multiply the impact of your campaign.

V is for **verification.** And accuracy is perhaps your most important asset when it comes to publicity. Check and double-check. Then check again. And, if in doubt—leave it out.

W is for the 5 **w's,** the absolute essentials in your posters and news releases. Be sure you include who, what, when, where, and (usually) why. Also: how and whatever.

X is for **Xerox,** and other copying machines. Access to a copier is money in the bank for you. Be alert to special features, too. If, for instance, your copier reduces, you can take your standard basic flyer or poster down to a mini-size for direct mail, handouts, or whatever you need.

Y is for **YOU,** a very important person in a project. It's your job to see that people know what's going on to get that "grapevine" started.

Z is for **zee last word.** Which includes going back to analyze and evaluate when the project is over. What worked? What didn't? Why? What would you do differently next time? Pass on your findings to your successor, if you're not going to do the next job yourself. And don't forget the thank-you notes (remembering that those you write to newspapers may be published as letters-to-the-editor). A little sincere expression of appreciation today may help you get even more cooperation tomorrow.

PUBLIC RELATIONS—10A

Poster Pointers

Your poster should include:

- Name of event
- Cost of event
- Day/Dates
- Time
- Location
- Sponsoring organization

Keep your message simple, clear, and direct. Include only essential information.

REMEMBER: Your reader will spend only eight seconds with your poster.

Use bright colors, bold letters, different shapes, and as much white space as possible. Posters should be at least 11" × 14" and clear enough to catch the eye.

A theme, slogan, or symbol on all your posters gives viewers a logo to identify with your activity. The average audience needs information at least seven times to remember it.

Location is important, so choose areas of your school that receive frequent activity or areas that are unique (on the ceiling!). Place your posters slightly above eye level.

Use the techniques that fit your timetable and budget. Printing, silk screening, marking pens, paints, crayons, and patchwork are all possible poster methods.

Remove all posters immediately after your activity is over. People quickly learn to ignore all posters, regardless of how catchy they are, when they are accustomed to seeing irrelevant, outdated posters.

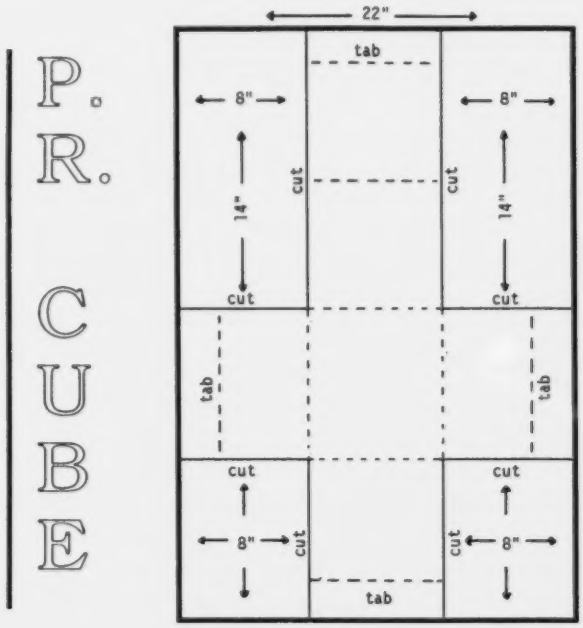
If your posters are "vandalized," don't take them down! (That means the vandal has "won.") Be creative and cover up the vandalism with a star, a new date section, etc.

PUBLIC RELATIONS—10B

Directions for P.R. Cube

1. Horizontally measure 8" from each side.
2. Vertically measure: 14" from top and 8" from bottom.
3. Cut on outside of solid lines (see pattern)
4. Score (to bend) from center square every 6 inches and fold in toward center square (dotted lines on pattern).
5. Form cube—glue all tabs and secure.
6. Decorate with posters, saying, etc.

P.
R.
C
U
B
E



Public Address (P.A.) Announcement

The object of a P.A. announcement is to be informative and to reach many people. The basic information needed in a P.A. announcement includes:

- Dates to be announced on the intercom system
- Organization sponsoring the event
- Event
- Time
- Cost
- Place
- Day/Dates
- Special features

Creativity is the key to making your announcements successful. Creative, effective P.A. announcements are not generated by one person day after day. Find out who the artistic or dramatic people in your school are and ask them for help. Make each announcement more creative by:

- Reading it with a group
- Singing it
- Reading it as a poem
- Reading it as a riddle
- Reading it as a conversation
- Using sound effects
- Taping music for background

Once you have written your P.A. announcement

1. Test it out and get reaction on its effectiveness
2. Rework it if you need to.
3. Rehearse it.
4. Do it with gusto.

Communication

Communication—Key to Leadership

Great communication skills are essential for successful leadership. The ability to communicate clearly and effectively is a powerful leadership tool. It may be *the most important leadership skill.*

I don't want to listen
to only what you say;
I want to feel
what you mean . . .
and what you would have said
if you could . . . to me.

If you take off your
sunglasses,
I can hear your heart better.

For communication
must have life
to have meaning.
It simply is more than
"you and me" and an idea—
It is "us" and all we choose to
share with each other.
We two grow
out of our old selves,
and become something wonderfully new.
Communication is a miracle!

What Is Communication?

Defining communication as an exchange of ideas between people, or as a process involving sending and receiving symbols might help. Communication can be verbal or nonverbal, written or spoken, one-way or two-way. No matter how communication is defined, though, it includes:

- A message (what is being communicated)
- A communicator (the person or group sending the message)
- A receiver (the person or group who hears or takes in the message).

Although the elements of communication can be defined as communicator, receiver, and message, the process of communication is difficult because so many influences change how we communicate. Opportunities for misunderstandings exist on both sides of the process.

The sender of a message may not accurately communicate what is intended, and the listener may attach meanings that were not intended! We create communication problems. We must understand some of the influences on communicating effectively.

Influences on Communication

Whether you are the sender or the receiver of a message, you speak and hear according to your own needs and feelings. When you think that you are being clear, others might not understand you. They want to understand, but they hear things from their own viewpoint.

Perception

Perception is a process: you choose, organize, and interpret information, usually from your senses. You take what you hear, see, smell, touch, or feel and internalize the information for meaning.

Perception doesn't require reasoning; perception happens instantly. Perception realizes that each individual lives in a private world of experience. Our perceptions come from us, not from the world around us.

Four of the steps in perception are:

1. A person chooses the information to process. A listener/sender may choose all or part of the message to be sent or received.
2. The individual *organizes* the information in a way that makes sense personally.
3. The listener makes sense of the message by *linking* it to something familiar.
4. The receiver *interprets* the information so that it has personal meaning.

Our perceptions are influenced by many factors:

Past Experience

We perceive a given situation with what is familiar. We perceive what we see, hear, smell, etc., based on our past experiences with family members, teachers, friends, and other important people in our lives. Someone who is 50 years old has had many different past experiences and will perceive situations very differently from someone who is 14 years old.

Social Influence

We adjust our perceptions according to peer pressure—how other people view the world.

Cultural Influence

The cultural group where we belong influences our perceptions. This means ethnic, religious, sex, school, or other group.

Self-Concept

We identify with those things we believe are true, that fit our mental image of who we are.

Physical Needs/Psychological Needs

How we feel physically affects how we perceive the world. If we are hungry, tired, have a bad day, hear upsetting news, or see something unpleasant, we perceive things in a different way.

Our Interests

We care about what captures our attention and shapes our perceptions. Some people are interested in sports, or music, or government.

Time

The time of day changes what we "see." If you are a "morning person," you may hear differently in the morning than you do at night.

Values

Our values influence what we "see"; what we value, we "know" is important.

Our differences can create misunderstandings. When working with others who have different perceptions than ours, we should understand and respect the differences.

But all these things can nourish communication if we support them.

Nonverbal Communication

People communicate both verbally and nonverbally; sometimes while we listen to verbal communication, we are strongly affected by nonverbal messages.

Nonverbal communication includes all the ways of communicating without speaking:

- Gestures
- Postures
- Touch
- Use of space
- Attitude
-

Nonverbal messages are an important part of communication; body language may have a greater effect on what we hear than what someone has said to us because we listen to nonverbal messages on an unconscious level.

Nonverbal messages may support verbal messages, change the content and meaning of the message, or even contradict it.

Be aware of what others express to you nonverbally. If a teacher has had a particularly bad day and you choose to discuss a new idea or argue a cause, the teacher may not be receptive. Nonverbal language, such as looking away, focusing on the desk, fiddling with a pencil, or frowning, may show you that now is not the time to present your idea.

Ten Guidelines to Good Communication

When I'm the speaker, I will:

1. Be sure I understand what I want to say.
   - What is the real purpose of the message.
   - What do I expect the receiver to do?

2. Clarify my ideas before I attempt to communicate them.
   - Can I accurately say what I want to say?
   - Am I interesting? Meaningful?
   - How many ideas should I include?
   - What is the minimum number of ideas I must get across?

3. State my message as simply as possible.
   - Is technical language imperative or will "shirt sleeve" English get the job done better?
   - Will the words I use mean the same to the receiver as they do to me?
   - Will a picture or a graphic help convey the meaning?
   - Have I been as brief as desirable?
   - Would a trial run of the message help to improve it?

4. Consider the entire environment affecting my communication.
   - What impression does my form of the message convey?
   - When and where will the message be received? How will this affect the interpretation?
   - Is it necessary to use several methods to be certain the message gets through?

5. Be aware of the receiver.
   - Can I capitalize upon known needs or interests to ensure a hearing or to improve understanding?
   - Can I get the message from their viewpoint and understand it?
   - Am I telling them all they need to know?

6. Consider the overtones of my message as well as the intended meaning.
   - Does the "tone" of the message say more than the basic content?
   - Can various interpretations of meaning cause my message to be misunderstood?

7. Provide for and encourage feedback.
   - Can the receiver tell me what was understood easily?
   - Can people ask for more information?
   - How can someone report personal feelings or actions resulting from my message?
8. Follow up my communication.
   - Was my message complete?
   - How will I know when it is complete, how successful it was, or what further steps I'll need to take?
9. Be sure my actions support my communication.
   - Do I do as I say?
10. Seek not only to be understood, but also to understand. I must be a good listener.
    - Do I concentrate when I listen?
    - Do I understand what the other person is really saying? Am I listening or just hearing?
    - What feedback should I give the message I hear?

Speaking and Listening

When you hear the word "communication," what comes to mind? We think about people talking with each other. Speaking and listening are the two most basic elements of communication. Together they make communication "active," a two-way process.

We don't think much about speaking or listening. We assume we know how to do both and seldom realize we could make ourselves better communicators by focusing thought on how we speak and how we listen.

Ten Strategies for Quality Listening

1. Stop talking! You cannot listen if you are talking.
2. Put the talker at ease. Help that person feel free to talk. Create an accepting atmosphere.
3. Show the speaker that you want to listen. Look and act interested. Don't be doing something else while they talk. Listen to understand rather than to oppose.
4. Remove distractions. Don't doodle, tap, or shuffle papers. Establish quietness. (Close the door.)
5. Empathize with the speaker. Try to see that point of view.
6. Be patient. Allow plenty of time. Do not interrupt. Don't walk away.
7. Hold your temper. An angry person creates the wrong meaning by what is said and how it is said.
8. Go easy on argument and criticism. These put the speaker on the defensive. The speaker may get angry, so clam up! You never win an argument.
9. Ask appropriate questions at appropriate times. This shows you are paying attention and are interested; it helps to bring out all the information.
10. Stop talking! This is the first and last strategy because all the rest of the strategies depend on this one.

Nature Gave People Two Ears and One Tongue. Maybe This Is a Gentle Hint!

COMMUNICATION—6A

10 Worst Listening Habits

1. Calling the subject uninteresting or boring.
2. Criticizing the speaker's delivery, appearance, posture, hair, etc.
3. Mentally preparing a rebuttal/answer.
4. Listening only for specific facts.
5. Trying to make an outline of everything you hear.
6. Faking attention to the speaker.
7. Tolerating distractions in meetings.
8. Avoiding difficult material.
9. Letting emotion-laden words affect your listening.
10. Wasting the differential time between speech speed and thought speed.

The LADDERS of listening:

Look 'em in the eye
Ask questions
Don't interrupt
Don't change the subject
Emotions controlled
Responsively listen
Sensitively participate

COMMUNICATION—6B

10 Best Listening Habits

1. Tuning in to see if there is anything you can use.
2. Getting the speaker's message, which is more important than appearance.
3. Hearing the speaker fully before judging the message.
4. Listening for main ideas, principles, and style.
5. Listening for two or three minutes before taking notes.
6. Concentrating. Good listening is not relaxed.
7. Getting up and correcting distractions—shutting doors or windows, requesting the speaker to talk louder, etc.
8. Learning to listen and take in difficult material, concentrating.
9. Identifying and overlooking word barriers.
10. Making the most of the difference in rate. (You can think three times as fast as anyone can talk, so use this rate difference to stay on track. Think back over what the speaker has said and predict where the communication is going.)

Feedback

- Feedback is a way of describing something, not passing judgment. The receiver of feedback is free to use it or ignore it.
- Feedback deals with specifics, not generalities. Conciseness and candidness are key elements in helpful feedback.
- Feedback should be asked for, not forced.
- Feedback should be offered as soon as the communicator is ready to receive it.
- Feedback should consist of helpful suggestions an individual can use to become a better communicator.

COMMUNICATION—7A

The Quality Leader Will Try

To avoid using these "Killer Phrases":

A swell idea, but . . .
We've never done it that way.
It won't work.
We don't have time.
It's not in the budget.
Too expensive.
We've tried that before.
Not ready for it yet.
Good idea, but our school is different.

All right in theory, but can you put it into practice?
Too academic.
Too much paperwork.
Too early/too late.
It's not good enough.
It's against school policy.
Who do you think you are?
You haven't considered . . .
It needs more study.
Let's not step on their toes.
Somebody would have suggested it before if it were any good.
Too old-fashioned.
Let's discuss it some other time.
You don't understand our problem.
Why start anything now?
We're too big for that.
The new teachers won't understand.
The experienced teachers won't use it.
We have too many projects now.
Has anyone else ever tried it?
It has been the same for 20 years, so it must be good.
I just know it won't work.
Let's be practical.
Let's shelve it for the time being.
Too modern.
And . . .
.
.
.
.
.
.
.
.
.
.

To use these "Igniter Phrases":

I agree!
I looked at this last night and really like it!
That's good!
That's really neat!
Good job!
I made a mistake! I'm sorry.
You're doing better!
I like the way you . . .
Thanks, please . . .
That would be interesting to try.
Things are beginning to pop!
I couldn't do that well myself.
That's a great idea.
There's been some good thinking here.
I'm glad you brought that up.
That's an interesting idea.
That works for me!
You're on the right track.
That's fine!
That's the way!
That's a winner.
You may put yours on the bulletin board.
That's the first time I've had anyone think of that.
I have faith in you.
I appreciate what you have done.
See, you can do it! You did it!
Great idea!
Let's get right on it.
Let's start a new trend.
Great!
I know it will work.
Go ahead . . . try it . . .
We're going to do something different today!
I like that!
Good for you!
I never thought of that.
Congratulations!
Keep going!
Very good!
You're beautiful!
Do that again.
What excellent workers!
I'm very pleased with what you've done.
You're in high gear.
We can always depend on you.
We can do a lot with that idea.
Keep up the good work.
Fantastic!
Really good!

One-Way and Two-Way Communication

We have discovered that:

1. One-Way Communication:
   a. is faster and more orderly
   b. is less accurate
   c. is more enjoyable for the sender
   d. is more frustrating to the receiver
   e. places responsibility for understanding on the listener
   f. treats all listeners as having the same physical and mental abilities (and background)
   g. causes the communicator, receiving no feedback, to interpret this as if it were positive feedback
   h. forces listeners to greater concentration
   i. and
   j. and

2. Two-Way Communication:
   a. is slower and less orderly
   b. is more accurate
   c. is more enjoyable to the receiver
   d. is less enjoyable to the sender because of realizing oversights and mistakes
   e. places responsibility on the receiver to seek understanding and on the communicator to clarify
   f. forces the communicator to pace self to the slowest listener
   g. allows one listener to receive additional cues from the questions of other listeners
   h. and
   i. and

Some Reasons for Using:

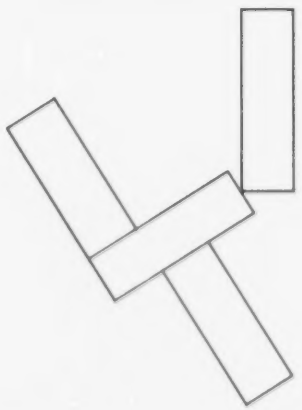
1. One-Way Communication:
   a. to maintain orderliness and control
   b. to communicate messages that are simple and concise
   c. to speed up communication
   d. to hide mistakes or to be ambiguous
   e. to be able to scapegoat others, etc.
   f. to divide members of a group
   g. and
   h. and

2. Two-Way Communication:
   a. to increase accuracy of communication and to ensure that the intention is understood
   b. to increase participation and satisfaction and to nurture group feelings
   c. and
   d. and

Exercises for One-Way Communication

Communicator's Directions:

Study the drawing on this sheet. Tell the members of your group how to draw the design. Begin with the top rectangle and describe each in succession. Be sure to describe each rectangle's relationship with the others. NO QUESTIONS ARE ALLOWED. Give directions with your back to the group. You have three minutes to do this.

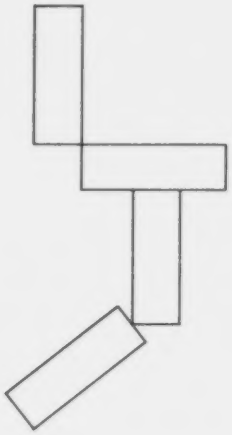


COMMUNICATION—10C

Two-Way Communication

Communicator's Directions:

Study the drawing on this sheet. Face the group. Instruct the members how to draw the design. Begin with the top rectangle and describe each one, noting its relation to the others. DO NOT MAKE HAND SIGNALS. ANSWER ALL THE QUESTIONS ASKED. There is no time limit, but describe this as fast as you can.



COMMUNICATION—10D

Duads (Two-Zies)

1. Divide the group into pairs.
2. Each pair will have a conversation in each of these situations:
   a. Back to Back
   b. Nonverbally (without speaking)
   c. With one partner looking at anything or anyone but the partner
   d. With one partner causing a nonverbal distraction (playing with jewelry, tapping a pencil, etc.)
   e. In any language (made-up or foreign or nonsensical) other than English
   f. Using eye contact
3. After all six situations have been experienced, talk about the communication that took place:
   a. In which situation was it most difficult to communicate? What made it difficult? What would make it easier?
   b. In which setting was it easiest to communicate? Why?
   c. In which experience did you feel your partner was most interested in what you were saying? Least interested?
4. To close this activity, have each participant complete the following sentence stems:
   a. I learned . . .
   b. Communication is . . .
   c. If I really want to communicate, I should . . .
   d. Something that gets in the way of good communication is . . .
   e. To really listen well, I need to . . .
   f.
   g.
   h.
   i.
   j.

Listening to Directions

Have someone give you step by step instructions about how to put on a coat. Put the person giving the directions behind a barrier so that he or she cannot see you. GIVE NO FEEDBACK, ASK NO QUESTIONS, AND TAKE ALL DIRECTIONS LITERALLY.

Process the activity with these questions and others you choose:
- Tie a Tie
- Make a Peanut Butter Sandwich
-

1. What does this experience show about communication?
2. Why was it difficult for the person giving the directions? (You might ask the person who gave the instructions how it felt to have the audience laugh, etc. How did it feel not to be able to see what was going on?)
3. What kind of feedback came to the person giving directions?
4. What feedback might have been more helpful and how might it have helped?

What Happens to the Message

Build a *human* machine that illustrates good or bad communication. (Show what happens to the message.)

Building a Communication Appliance

Build a device that will help communication from the following items:*

1. One 6" piece of string
2. Two paper clips
3. A balloon
4. A paper plate
5. An envelope
6. A thumbtack

Instructions to the group leader:

1. Divide students into groups of three or four.
2. Give each group one set of items.
3. Have scissors, markers, tape, etc. handy for groups to use.

Instructions to group members:

1. You must use at least a part of every item.
2. You may cut, bend, color, tape, and/or glue any parts together.
3. You must name your appliance.
4. Each group will present its appliance and demonstrate how it works.**

*Other items may be substituted for these.

**If time permits, you might ask each group to create a commercial for their device.

Appreciation

Here are some ideas that students can develop to build better relations with the staff. The staff should be recognized more than once a year. In order to run an effective program, form a committee at the beginning of the year and set aside a specific amount of money to cover expenses. Plan staff appreciation days once a month or at least once a quarter. Remember staff appreciation includes more than just teachers; it includes administrators, teacher aides, custodians, secretaries, cafeteria workers, counselors, clerks, bus drivers, librarians, and anyone else who works on your campus.

- Send thank-you cards or notes every time a staff member supervises or assists in an activity or event.
- Make or buy birthday, holiday, or Valentine cards.
- Pass out carnations, roses, little plants to each staffer. Purchase some bud vases to keep on hand. Place

a single flower in each vase and place on each person's desk or in his/her classroom.
- Staff members usually enjoy good food. Work with the cafeteria manager to provide lunch or special treats. The cafeteria appreciates the business, and your organization can usually save some money.
- Buy some candy kisses and make up little packets for each person on the staff.
- Contact your local pie shop and purchase enough pies for the staffers' lunch.
- Sponsor a candy, fruit, or apple day, or buy Payday candy bars and give to each member of the staff on payday.
- Buy several gallons of ice cream, whipped cream, nuts, and various toppings. Place these in the staff dining room and allow staff members to make their own sundaes.
- Clean all the car windshields in the staff parking lot. Leave a note on each car that says that the clean windshield is compliments of _____.
- Give each staff member a box of tissues, a bottle of liquid paper, or a note pad.
- Have students write poems to honor staff members, or go to a local card shop and find a card that's suitable for staff appreciation.
- Change the atmosphere in the staff lounge by covering tables with butcher paper, placing flowers and place mats on the tables, and adding decorations.
- Sponsor staff coffee hours once a month serving danish, fruit, juice, English muffins, and coffee.
- Develop a staff appreciation coupon book to introduce your organization members to the staff. Include coupons good for desk cleanings, pencils, etc.

Are You Listening?

Concentrate

- Be attentive! Try hard to listen.
- Tune in on the CONTENT OF the message.
- Tune in on HIDDEN meanings.
- Get all the facts! Try not to interrupt, but do anticipate what will be said next.
- What are they NOT saying?
- Listen for emotions.
- Tackle difficult material.

Accept

- Be open! (Hear more than what you WANT to hear)
- Accept ALL messages (this doesn't mean that you agree)
- Accept WHAT is being said and HOW it is said.
- Respect the speaker and that person's worth.
- Decide that the speaker's subject is useful and worthwhile.
- Hear the other person completely, before responding.

Respond

Let the other person know that you're trying to understand by:
- Good eye contact.
- Gestures such as nodding.
- Verbally—"Yes," "I know," "Really?"

Ask questions: **L**ook in the eyes
Ask questions
Don't interrupt
Don't change the subject
Emotions controlled
Responsively listen
Sensitively participate

Empathize

Repeat ideas (use exact words if possible)
- Be a "sounding board" (Don't give advice, just repeat)
- If someone unloads, ask "Is there anything else?"
- "I think I know how you feel"
- Try to see the world through this person's eyes.
- Put yourself in the other person's shoes.
- Next time you see this other person, ask how everything turned out.

Problem Solving and Decision Making

Decisions-Decisions-Decisions

Many of us are unaware that we constantly make decisions. A decision is a choice from among two or more alternatives. It is a critical step in problem solving.

We spend our lives making decisions. Many of our decisions are routine; matters such as what television shows to watch, what clothes to wear, which friends to invite to a party. We even decide whether or not to stay awake during class! (Contrary to popular belief, sleeping in class is not the teacher's fault.) As leaders, however, we deal with new and difficult problems; matters that are of great importance to us and others. We may have to make decisions and find solutions dealing with student apathy, school rules, improving student/administrator relations, and we may even be involved in choosing the right principal for our school.

When we have others depending on us, we need to develop a decision-making/problem-solving process that will allow us to make the best possible decision. A person cannot decide what is right without knowing how to decide. The ability to make meaningful and satisfying choices is a learned behavior.

A leader needs certain skills before making personal decisions and before attempting to lead a group through the problem-solving process. Leaders need to be well-informed, confident in themselves, and aware of others' feelings before making decisions that affect others' lives.

The first step in problem solving is to identify the problem. Our feelings are often due to the existence of problems (feeling nervous, sad, bored, angry, or frustrated, etc.). Some people behave in a way that causes bad feelings in others. People usually develop their own patterns for solving problems. We need to know our own problem-solving patterns so that we can decide whether that style is effective or whether we need to change our usual pattern for a more effective one.

Here are some of the most common problem-solving styles:

1. Ignoring the problem.
2. Trying to get someone else to solve the problem by acting helpless.
3. Procrastinating; delaying making a decision.
4. Blaming others for the problem.
5. Getting angry and doing foolish things without really thinking about the consequences.
6. Making a joke of the situation.
7. Letting someone else decide or giving in to group pressure.
8. Thinking about the problem, considering information and choices, talking to others involved in the problem, and solving it.

The Decision-Making/Problem-Solving Process

Now that we are familiar with methods we can use to make decisions, we need to look at one problem-solving process.

D Determine the problem
E Examine the alternatives
C Consider choices in terms of goals
I Identify acceptable choices
D Decide on one choice using the appropriate method (voting, consensus, or authority)
E Examine the results after you take action—evaluate

1. Define the problem first! Each member of the group must clearly understand what the problem is. Analyze the problem before you try to solve it. Know your group's limits and goals. Discuss the problem thoroughly.
2. Examine the alternatives. The alternatives may be given or brainstormed. If the alternatives are already given, then you must decide among them. If the choices are not obvious, then you should initiate the brainstorming process. There are a few rules for brainstorming that make the process effective:
   a. *Think positively.* No negative thinking is allowed.
   b. *No idea is a dumb idea.* Do not judge or evaluate ideas while generating solutions. (There is no quicker way to alienate a member than to "put down" a person's idea.)
   c. *Anything goes!* The wilder the ideas, the better the results will be.
   d. *Every idea is written down,* preferably on a chalk board or butcher paper so that everyone can see. The object is to produce a *large quantity* of ideas in a limited amount of time.
   e. *Keep control of the group.* Do not allow anyone to do more than just state their ideas. (This helps eliminate judgmental statements.)
   f. *Urge participants to improve upon their ideas.* This may involve combining ideas, no matter how crazy they may seem.
3. Consider the choices measured by goals. Look at both the positive and negative consequences of each choice. Have the group discuss all possible choices. Allow everyone to state opinions.
4. Identify the acceptable choices. Eliminate those ideas that do not meet the goals. Make sure the alternatives are practical, meet the capabilities of the group, and will be acceptable to the administration.
5. After the group has heard the discussion of the alternatives, it must choose a potential solution (voting, consensus, or authority). You must then implement the solution by delegating responsibility, committee work, committee chairpeople, or project approval by the principal.
6. Examine the results after you take action. You can use surveys, suggestion boxes, checklists, or discussion. Every action should be evaluated to determine its effectiveness.

Leading Others in the Decision-Making Process
An Approach to Consensus

Once we feel comfortable with our own decision-making abilities, it is time for us to tackle the ultimate task: leading others in the decision-making process. As leaders, it is our job to be sure things run smoothly and that each member of our group feels they have made a contribution to the solution of the problem or the decision the group makes. The need for a decision frequently happens because a group must resolve conflict.

Groups make decisions in many ways: Authority decides (the sponsor or officers decide), majority rules (voting), and consensus, etc. The most difficult task is to decide when to use which method.

Authority is when you make your own decision for the group. You have the final power. If you are reasonably sure that the group will fully accept your decision, then it is acceptable for you to make the decision. However, if you think that they will not accept your decision, then you must involve them in the decision-making process. Making a decision by authority has both positive and negative sides.

The positive sides are:
1. It's efficient
2. People feel free from stress when someone else is responsible for the decision.

The negative sides include:
1. The fact that the leader may be wrong
2. The frustration of having good ideas rejected
3. The possible lack of respect for the individual
4. The loss of individual power
5. The solution by authority may not be shared by the group
6. Lack of ownership leads to lack of support.

Voting is when a group measures the alternatives; each member gives personal choice, and the choices are counted. The alternative that receives the most votes wins. (Win/loss feelings result.)

Voting has positive sides, which include:
1. The efficiency of voting
2. The opportunity to listen and learn from other people's opinions
3. The respect for the individual—power is shared because each individual's vote counts equally.

Negative sides are:
1. The time used in discussion can seem wasted
2. The tyranny of the majority rule—more is not always right
3. Having to accept other values than one's own in making this decision.

Consensus is when a group measures alternatives and no choice is final until every person agrees to the choice. If someone is unhappy with the decision, then a group choice cannot be made using consensus. The power to decide must be equally shared among the members of the group.

The positive side of consensus includes:
1. The sharing of others' ideas
2. The large number of creative alternatives that are produced
3. The respect for each individual.

The negatives include:
1. The time it takes
2. The difficulty of listening to everyone and convincing everyone.

Consensus may be difficult to reach, but it is worth the time and effort. Without it, members can be alienated and this reduces the effectiveness of the group. The main purpose of trying to reach consensus is to make a decision that *all* the group members can support and work toward accomplishing. Not everyone has to absolutely love the final choice, but they do need to agree to support it fully. *Remember:* People tend to support that which they help to create!

PROBLEM SOLVING—7C

Problem-Solving/Decision-Making

One goal of every student leader is to solve the problems of "our" school. If our school doesn't have any problems, even that might be a problem. We must face, analyze, and decide what the problem really is, not just list the symptoms, but define this problem fully in function and fact. We must deal with problems, make the decisions, and act in a way to solve our problem.

Essential ideas include:

- Recognition, discussion, and focus of the problem.
- Definition of the problem (as a question to be answered).
- Gather data, remove obstacles, check the information, develop proposals for solutions and approaches to the problem.
- Choose a plan for solving the problem, organize it, delegate responsibilities, schedule people, places, events, deadlines, make suggestions, and apply the solution.
- Members grow while solving problems.
- Not all problems can be solved forever, but leadership requires that we keep trying for solutions.
- There are lots of ways to make effective decisions. We ought to learn the best ones and use them.
- Problems are usually wrapped up in people. The solution is more than a formula. It requires tremendous human skill. Leaders do that!

How To Measure if a Solution Is Right

1. Is the course of action we chose reasonable? Ignore what others say: Does it make sense to us? If so, it is probably right.
2. If everyone did this, would the results be beneficial?
3. Where will the action plan lead? How will it affect others? What will it do to us?
4. Will we feel successful when we look back?
5. We must separate ourselves from the problem. Pretend it is a problem for the person we most admire. Ask ourselves how that person would handle it, then do it that way.
6. Hold up the final decision to the light of publicity. Would we want our family and friends to know what we have done? (The decisions we make in the hope that no one will find out are usually wrong.)

PROBLEM SOLVING—19A

Problem Solving and Decision Making

The Process

1. *Realize that there truly is a problem*—Identify its characteristics and what it is *not*!

2. *Define the problem and state it:* Who, what, why, when . . . (as a question). It is important that each member understands what the problem *really is*. Spend enough time discussing the problem. Know it well!

   Find out what the problem *means* to other members of the group—Ask lots of questions.

   Review the problem and the setting. Get the whole picture, in context, and what its meaning is for others.

   When you know how the group feels and perceives, state the problem again, as a question.

3. *Identify the choices:* Collect information describing the problem. This is a creative, idea-producing stage, seeking alternative solutions to the problem.

   Brainstorm: let the ideas flow; encourage as many solutions as possible. List the alternatives: (1) record every idea (on butcher paper or chalkboard large enough so all members can read them); (2) clarify ideas.

   Re-emphasize that you are looking for alternatives to the problem. Don't latch on to only one; don't jump to conclusions.

Try a new approach; draw a picture, a graph; talk it over with someone else.

4. *Evaluate possible solutions:*
This is the stage where each of the alternatives is explained and considered. Give each alternative a fair hearing.

   For each possible choice the group should identify the positive factors and the negative factors.

   Let one idea build on the other or use a combination of ideas to solve the problem.

   Alternatives should be narrowed and a consensus of agreement reached during the group process.

   List strengths and weaknesses of each possible solution.

5. *Select the best solution:* Make sure everyone can support it!

   Plans are laid and specific assignments as to who, when, where must be made to make certain that the solution is implemented.

6. *Do it!*

7. Evaluate to what degree the problem has been solved.

8. Examine the scene to discover if other problems have been developing while this one was being solved.

9. Begin again on a new problem.

Problem-Solving—Some of the Answers

1a. Just between you and me
1b. Hitting below the belt
1c. Head over heels in love
1d. Shrinking violets
1e. Bermuda triangle
1f. Mixed bag

2a. Cry over spilt milk
2b. Lie in wait
2c. Unfinished symphony
2d. Pineapple upside down cake
2e. You're under arrest
2f. Split second timing

3a. Nothing on TV
3b. Fly by night
3c. Raise a stink
3d. Adding injury to insult
3e. Railroad crossing
3f. A person after my own heart

4a. At the point of no return
4b. The inside dope
4c. Long underwear
4d. Ostrich with its head in the ground
4e. Lucky break
4f. Corner the market

5a. World without end
5b. Way behind the times
5c. A word to the wise
5d. Search high and low
5e. Go off half cocked
5f. No two ways about it

6a. Hole in one
6b. Down to earth
6c. 3 ring circus
6d. One at a time
6e. Better late than never
6f. Get a word in edgewise

PROBLEM SOLVING—20A

7a. Let bygones be bygones
7b. An outside chance
7c. Three degrees below zero
7d. Bad spell of weather
7e.
7f. Break loose

8a. Reading between the lines
8b. Chicken little
8c. Fourth of July Fireworks
8d. London Bridge is falling down
8e. Change of pace
8f. Square dance contest

PROBLEM SOLVING—21A

1a. Sleeping on the job
1b. Cornerstone
1c. High jinks
1d. Getting up at the break of dawn
1e. Roger over and out
1f. Narrow escape

2a. Equal rights
2b. Little house on the prairie
2c. Wave goodbye
2d. Condensed milk
2e. Two car garage
2f. Stand up comic

3a. Lucille Ball
3b. Partly cloudy
3c. I before e, except after c
3d. Mixed greens
3e. Spiraling inflation
3f. Polka dots

4a. Full length mirror
4b. Man in the moon
4c. Clams on the half shell
4d. The check is in the mail
4e. Count Dracula
4f. Open and shut case

5a. No U turn
5b. Weeping willow
5c. Suspended animation
5d. Pretty please with sugar on it
5e. Receding hairline
5f. Elevator out of order

6a. Double decker bus
6b. Middle age spread
6c. Tip-toe thru the tulips
6d. Three blind mice
6e. Raised eyebrows
6f. Steal from the rich and give to the poor

7a. (Double decker bus)
7b. Top of the morning
7c. Light socket
7d. Tortilla flat
7e. Safety in numbers
7f. A round of drinks on the house

Team Building

A Few Things We Know About People

What each person feels is real becomes real. What I think is just a needless fear stays real to the person who fears.

Each human being is able to experience the full range of human emotion: love, anger, hate, joy, sorrow, etc. Any person is capable of betrayal or greatness! People usually give back what I give them.

Every person can be frightened or hurt by anger and sarcasm. I might not see this danger. People are good at hiding it (especially those who have been hurt a lot).

We are affected by and can affect the emotions of others.

What the other person "hears" is believed as "what truly was said." I must check my communication!

All people thrive on real love, affection, acceptance. We need to be needed, wanted, and appreciated for what we are and are capable of being.

We are not just human beings, we are humans becoming.

Every person needs something important to do, something to love, and something to hope for.

People appreciate consistency and fairness.

People expect promises to be kept. Humans would rather have us promise less and deliver more than break our promises.

Every person can learn to accept responsibility, to be independent, to achieve wonderfully, to live deeply, to care enormously.

People can learn to face life, to cope with events, and to reach their personal limitations.

People can develop a wonderful sense of humor, and learn to use it often.

Every human being wants to be a part of something bigger than self.

People need models. Models teach thoroughly. Don't tell me, just become what you want me to know!

Every person's behavior is caused (chosen by that person). Goals are personally chosen and achieved (or not) on a personal basis!

People go through "stages." We can know these stages and help people successfully experience them.

All life is important to every person, but this present moment is especially crucial. Let us use it well!

We are all going to die. None of us is totally fulfilled right now. Let us work on fulfillment (with frenzy). And let us make every precious moment count!

Magnificent people have clear written goals, and a personal demand for excellence in themselves; they are really together with solid, positive self-esteem.

How To Motivate People To Work in Groups

1. Inspire your group members to want to do things through kindness, incentives, genuine concern, and recognition.
   - Get to know the members and determine what makes each of them "tick."
   - Listen to everyone's ideas with an open mind and a courteous ear.
   - Criticize and reprove constructively and in private.
   - Encourage and praise in public.
   - Give credit where it is honestly due.
   - Be considerate.
   - Show interest in and appreciation for the other person.
   - Be consistent.
   - Use every opportunity to build up in members a sense of the importance of their work.
   - Make personal contact before and after meetings to encourage participation.
   - Continually review member needs and provide new challenges so that commitment to the task will remain strong.
   - Encourage sharing without criticism or judgment.

2. Make your wishes known by suggestions or request.
   - Explain the reasons for your suggestion/request.
   - Be careful of what you say and how you say it.
   - If an idea is adopted or rejected, tell the originator why.
   - Avoid "domination" or "forcefulness."
   - When you are wrong or you make a mistake, admit it.

3. Show members that you have confidence in them and that you expect them to do their best.
   - People carry out their own ideas best.
   - Ask members for their advice and help.
   - Play up the positive.
   - Never forget that the leader sets the style for the members; your behavior sets the tone of the group.
   - Don't be upset by little hassles.
   - Let members know where they stand and why.
   - Give members important tasks and hold them responsible for the completion of those tasks.
   - Give members something to do immediately! This starts the group off with a high interest level and generates enthusiasm.

4. Share your goals, the sense of direction, something to strive for, and something to achieve.
   - Keep members informed about matters that affect them.
   - Give members a chance to take part in decisions, especially those that will affect them.
   - Let your members in on your plans and programs, even when the plans are at an early stage.
   - Use small groups and assign people to committees or projects in which their talents or interests lie to help satisfy their personal needs.
   - Avoid assigning unnecessary tasks.

Normal Group Process

All groups have the following in common:

1. Groups are made up of individuals who each have their own problems, interests, and values. Include group members in setting group goals so that they can share common dreams and ideas.

2. Every group goes through stages in becoming a team:
   - FORMING—Even when you meet daily, the group is different every time it meets because experiences and events have happened since last time. Members need a warm-up activity each time they meet. Warm-ups help group members learn more about each other, and release tension. They may encourage speaking during the meeting. Members feel more comfortable sharing their ideas, and will focus on the group's goals more clearly.
   - NORMING—Group members begin working on jobs while they get to know each other better. Unspoken/spoken rules for the group are created; leaders emerge, and people choose ways of operation and behavior.
   - STORMING—As they get closer, all groups go through a stage of conflict, which can be called "storming." Group members try to assert their importance by arguing, competing, and/or withdrawing. Usually arguments are about unimportant issues, but the group's effectiveness can be threatened by personality conflicts, name-calling, and other negative behaviors. All groups experience this storming to some degree. A leader/sponsor can minimize the negative effects of storming by setting standards for behavior, modeling desired behaviors, allowing members to air their problems, and requiring the group to deal with *issues* instead of *personalities*.
   - RE-FORMING may be needed . . . or
   - RENORMING—After storming, the group usually becomes cohesive by compromising, encouraging participation, maintaining a positive atmosphere, and dealing with individual concerns. The change from storming to renorming often includes fun or a break from the task, during which group members release tensions with laughter.
   - PERFORMING—In this stage, the group can use its members' talents to develop a positive attitude, to share common goals, and to let every member make a difference. At this stage, the group functions closely with common interests, problems, and values.
   - UNFORMING—Sometimes groups break up. Be sure to end teams with an activity that will tie up loose ends. Even if a project isn't completed or the goal hasn't yet been reached, you need to bring a group to an end with a closing thought, a written evaluation, "I learned" statements from each member, or a trust activity.

3. People in groups tend to adopt roles. Group members perform according to how they see themselves in the group. When group members say something, they are trying to get the group's task accomplished (task roles); trying to improve relationships among members (maintenance roles); or meeting some personal need (self-oriented roles).

Groups can go through stages in any order and invent new stages. As leaders, we need to expect changes in groups and work with them as they grow as teams.

Disruptive Group Behaviors

When group members choose behaviors that do not contribute to job accomplishment or to the group's relationships, these behaviors can disrupt the group.

Examples of these behaviors include:

Horsing Around

Making efforts to distract other group members with inappropriate behavior.

Blocking

Disagreeing with or opposing anything that is brought up.

Seeking Recognition

Calling attention to oneself; talking loudly and/or bragging.

Dominating

Seeking to take over by controlling the discussion, putting down contributions made by other group members, or flattering certain members to evaluate one's status in the group.

Withdrawing

Refusing to take an active part even when group members beg them to.

Making Irrelevant Comments

Injecting thoughts off the topic of discussion.

Self-Confessing

Using the group to share personal problems and gain sympathy.

Fighting and Competing

Aggressive and hostile attempts to "win" one's own way.

Special Interest Pleading

Seeking one's interests or those of another outside group.

My Own Pet Peeve

Here are some other behaviors that I think of: ____

How can we keep these behaviors from defeating our group?

What skills and techniques can a leader employ to defuse such behavior?

Group Problems

Group Problems	What Is Happening?	What To Do
1. Ideas are rejected because the group sees them as unworkable; members complain that there is not enough time to do the job; confusion exists about what the task really is.	The group may feel that the task is too difficult, unclear, or upsetting. There may be personal conflicts and frustrations.	Get feedback from the group to see what they feel the task really is. State to them that you feel there is a problem here. Help them to clarify what it is they should accomplish. Identify some possible resources or redefine the task or problem.
2. Members rush to attack each others' ideas; members refuse to listen to each other; members make little or no attempt to get to the task at hand; there is a great deal of side-taking and clique formation.	Students may be using the task to gain status in the group (jockeying for position). Students may feel uncomfortable in the group and feel a need to prove their "worth."	Help members find ways to gain status in constructive rather than destructive ways. Perhaps roles can be assigned: committee chairperson, fact-finder, adviser for a special task, etc. Use boundary breakers or positive reinforcers to help everyone feel welcome.
3. Each member has a personal idea as to what is best; members talk "past" each other, with no one really listening; members seem to be interested only in making their own points.	Students may be operating from different points of view. No group sense is working here.	Work with the adviser to provide training or discussion concerning how to listen carefully. Build teams.
4. Members seem to care very little about what is going on; no one is willing to do the work that needs to get done; members seem more interested in talking about other things than the issues at hand.	Members may feel the group task is of little or no interest or concern. They might feel that they have no control over their own destiny.	Work with the group to see if your feelings are correct. Try to find more meaningful goals and tasks . . . by allowing members to help set the goals and/or assign tasks.
5. Group discussion is controlled and dominated by a few students.	These students may be trying to win on all issues or use the group to build their own egos. Other students may have withdrawn from the group, "forcing" a select few to attempt to rescue the task.	Take positive steps to make sure your procedures allow everyone to contribute to the discussion. For a particular meeting you may want to try giving each member three poker chips. To speak, they must surrender a chip. When the chips are gone they may no longer contribute. (See #4.)

TEAM BUILDING—8B

Group Understandings
Problems To Recognize in Face-to-Face Group Relationships

The solution to a problem is usually better if people work together on it. Successful group action in solving problems depends on several principles:

1. *Understanding of other members.* Try to find out how the other person truly feels. (Do not assume that what you want is what others also want.) A discovery of common attitudes among members is a productive beginning.
2. *Participation:* Encourage everyone to take an active part. Consensus is much better than having an unhappy minority. People participate in individual ways and we must be tolerant and helpful in encouraging such participation.
3. *Democratic climate:* Democratic leadership is more effective than a "dictatorship." The job of the leader is to create an atmosphere in which honesty and frankness exist. The task is to keep things moving but to let the group make decisions when they are ready to make them.
4. *Individual security:* People under tension often call names, get angry, exhibit prejudice, and behave in ways destructive of group togetherness. Security grows as trust develops within a group.
5. *Open lines of communication:* Explain and listen. Make the messages honest and accurate. Encourage the flow of listening, talking, responding.
6. *Improve listening:* We must attempt to interpret both the literal meaning and the intention of each speaker. We need to hear what "he" says, what "he" intends to say, and what "he" would have said if "he" could have said what "he" wanted to say. We must develop ways of checking our accuracy of hearing as well.
7. *Handling of hostility:* Hostility in itself is not necessarily harmful to a group or even to individual productiveness. People need freedom to express hostility within a group because the holding in of feelings decreases the efficiency of members. Hostility might possibly help the group move forward.

TEAM BUILDING—16A

Boundary Breaking Questions

1. Who is the most relevant person in our time? Why?
2. What is the title of the best book you ever read? Why?
3. What is the name of the best movie you have ever seen? Why?
4. What comes to your mind first when you hear the word "reality"? Why?
5. What is the most beautiful thing about people? Why?
6. What is the most honest thing you have known? Why?
7. What physical thing do you want to build most? Why?
8. What is the ugliest thing you know? Why?
9. What do you like to do most with a free hour? Why?
10. What is the most significant event of the last three months? Why?
11. What force of history are you most aware of as you plan your life? Why?
12. On what basis do you select your friends? Why?
13. What is the most overwhelming thing you know? Why?
14. What is the greatest problem in the United States? Why?
15. What thing makes you feel the most humble? Why?
16. What is the greatest value that guides your life? Why?

TEAM BUILDING—16A

17. If you could choose to be an animal, what animal would you choose to be? Why?
18. If you could smash one thing, what would you smash? Why?
19. What is the greatest crime one person can commit against another? Why?
20. What is the best book you have ever read?
21. For what would you be willing to lay down your life?
22. What do you feel when you stand on the shore of an ocean?
23. How would you symbolize the human soul? (a rose, sunset, mountain, etc.) Why?
24. If you were tape-recording the sound of violence, what sound would you use? Why?
25. What sound would you use for beauty? Why?
26. The atomic bomb is going to explode here in 10 minutes. What will you do for these 10 minutes? Why?
27. What one word would you put on your gravestone? Why?

TEAM BUILDING—16B

28. How many children do you want? Why?
29. Choose a word that best describes your total life up to this time? Why?
30. What is your biggest worry? Why?
31. What is the most beautiful thing you have ever seen? Why?
32. What one idea does everyone in this room want to hear? Why?
33. What do people like best about you? Why?
34. What do you think of when you think of tragedy? Why?
35. What person has influenced your life most? Why?
36. What skill do you need to succeed? Why?
37. What talent should you develop? Why?
38. What makes you most secure? Why?
39. What institution needs change most? Why?
40. What word best describes advertising? Why?
41. Choose a word to describe a sunset. Why?
42. When do you feel most lonely? Why?
43. When do you sense being most alive? Why?
44. What TV advertisement bothers you the most? Why?
45. Choose a word that you feel best describes old people. Why?
46. Why are there people we see all year long in school and we don't speak to them?
47. What is the biggest waste you know of? Why?
48. What will you be doing 10 years from now? Why?
49. What will save American politics? Why?
50. What future discovery do you anticipate most? Why?
51. What is the greatest music ever composed? Why?
52. What is your greatest fear? What is your greatest embarrassment? Why?
53. What do you love the most? Why?
54. If you were to paint it, what color is love? Why?

TEAM BUILDING—16C

Processing

Every time we do an activity, we ought to reflect on these kinds of questions:

Why did we do this exercise?
What truly happened?
How did you feel about this experience?
What did you learn, think, feel?
How did we change?
When can you use these ideas?
How should we do it next time?
What made you laugh, reflect, decide?

Every experience needs "processing" to become a part of our leadership skills.

Begin with	
What happened?	Facts/Descriptions
How did you feel?	Feelings/Reactions
What did you learn?	Truths/Principles
What ideas are here?	Process
What do we change next time?	Evaluation
Begin again! . . . with "what happened?"	Application

TEAM BUILDING—18A

Clues for Designing a Questionnaire

No set of rules can guarantee a great questionnaire, but these suggestions may be helpful.

First:
1. Decide *what information* you want.
2. Decide the *type* of questions you want to use.

Then:
3. Decide the *subject matter* of each question.
4. Decide *how* you want the questionnaire worded.
5. Decide *what* order you want the questions asked.

Finally:
6. Decide on the *plan of action* for distributing and collecting the questionnaire.

There are some types of questions that can be used in preparing questionnaires:

1. *Open Ended:* The replier is free to answer in their own words and express ideas they feel are important to the issue.
2. *Multiple Choice:* The replier is offered a number of choices and has to choose one or more answers, (or none).
3. *Dichotomous Questions:* This is a two-way question that offers only two choices—Yes or No; Did or Didn't; Will or Won't.
4. *Scaled:* Such as 1 to 10 rating.
5. *Ranking:* The replier lists preferred choices in their order.

To determine the subject matter of each question, consider:

1. Is the question necessary?
2. Does it help you get the information you need?
3. Are several questions needed instead of just one?
4. Does the replier have the necessary information to answer?

When deciding on the wording of a question, consider:

1. Who, what, where, and when. Why and how can also help.
2. Use simple words. Each word should have only one meaning, if possible.
3. Avoid words such as "usually," "frequently," and "regularly"
4. Avoid questions that may seem unreasonable to the replier.
5.
6.

To determine what order you want the questions:

1. The first question should be one that will win the replier's interest.
2. Place difficult questions in the middle of the questionnaire.
3. Arrange questions in a logical order. (Sudden changes in subject confuse the replier.)

Whenever I Am in a Group Situation, I Will

1. Count My Blessings!

There is so much to learn from these people that I need to know (and only they can teach me). I will count what they have to offer as a blessing, and I will listen and learn.

I have been blessed with ideas that they do not have. I am the only one who can share these thoughts with them! I will believe in myself and offer those ideas, insights, and experiences the best ways I know how.

2. Proclaim My Rarity!

I am the only me there is! Never in all the 70 billion humans who have walked this planet has there been anyone exactly like me. Never, until the end of time, will there be another me.

I will proclaim my rarity by being the best me I can be. I cannot be someone else, only myself. I do not need to compete with other people because each of us has our own gifts to give and all others are valuable.

Therefore, I will work at becoming the best me I can be and encourage others to become their best selves.

3. Go the Extra Mile!

I know that I cannot command success; I can only earn it; so I will give my very best no matter what the job may be. We are all on the same team, the same planet, the same crew!

I will share my talents, not hide them; I will use my abilities, not waste them; I will face the challenges, not turn away from them.

I know that nothing great was ever achieved without enthusiasm, and so, I will tackle even the simplest of tasks with a positive attitude and gusto!

I will not expect others to praise me or reward me for going the extra mile: A job well done is its own reward. And I will give 110 percent, not to outdo others, but to fulfill myself. Cooperation, not competition, is the key to our group's success.

Whatever it is in my power to do, I will do with all my might!

4. Use Wisely My Power of Choice!

I will choose to: belong rather than withdraw;
cooperate rather than compete;
create rather than destroy;
encourage rather than tear down;
listen rather than dominate;
participate rather than watch;
praise rather than gossip;
share rather than hoard!

I know that I can choose to be happy or sad, friendly or aloof, helpful or destructive, positive or negative. My choices will affect the success both of the group and the task we are doing. With so much at stake, I must choose wisely, and I must be willing to take responsibility for my choices.

Activities

Standards for a Project

Every project should:

- work to achieve group goals.
- contribute to the educational growth of students.
- be a job for the group, not imposed by the faculty.
- promote mutual respect among faculty and students; neither group should take advantage of the other.
- be directed toward as many groups and individuals as possible.
- encourage initiative and originality.
- develop student responsibility.
- enlarge student horizons and lead to further learning.
- develop cooperative attitudes.
- encourage better understanding with administrators and teachers.
- promote worthy school and community citizenship.
- be within the ability of the group to achieve.

Student Projects

The kind of project a group chooses says lots about its goals, purposes, attitudes, and identity. When choosing projects, consider these questions:

1. Are projects varied or do they all accomplish the same thing (raise money, provide service, etc.)?
2. Do projects appeal to a variety of interests in the student body or are they designed for a select few (athletes, scholars, artists, etc.)?
3. Are projects scheduled in advance, well-planned, well-organized, etc.?
4. Do projects embarrass or single out certain groups or individuals?
5. Do projects help accomplish a specific goal?
6. Is the project high threat or low threat; will it be appealing to lots of people?

Ideas for Dress-Up Days

Dress-up days allow students to have fun and many of these days can be combined with a contest or a day's theme. Dress-up days can be spirited but they do require team effort and cooperation plus lots of quality planning. Good classroom behavior is expected so the educational process is not interrupted. Each student group should write dress-up day guidelines for students to follow. A committee including students and faculty members should work cooperatively to establish these guidelines.

Ideas for Dress-Up Days:

School Colors
'50s Day
Mash Day
Number "One" Day (everyone wear the Number 1)
Look-Alike Day (find a partner)
Western Dress Day
Camera Day
Crazy Hat Day

ACTIVITIES—5A

Halloween Costume Day
Sock Day
Braids Day
School T-Shirt Day
Shades Day
Pajama Day
Vacation T-Shirt Day
Spirit Buttons Day
Bermudas Day
Button/Pins Day
T-Shirt Day
Tie Day
Scarf Day
Bandana Day
Sweats Day
Boots Day
Pairs Day: Jack & Jill, Laverne & Shirley, Raggedy Ann & Andy
Favorite Personality Day
Kiddie Day
Jeans Day
Hawaiian Day
Dressy-Dress Day

When choosing dress-up days, have three straight days in a week such as a Wednesday, Thursday, Friday for dressing up. Begin the dress-up week in a simple way like wearing shades, ties, braids, until students get into the spirit of dress-up day, then gradually suggest pajamas, dressy-dress toward the end of the week.

ACTIVITIES—7A & B

A Student Council Calendar

September

Planning: Goals, committees, duties, master calendar of meetings and activities
Citizenship Day activities: September 17 (bulletin, displays, assembly, etc.)
Election: Student council delegates, installation of student council, class officers as needed
First meeting: Purposes, goals, organization, budget, etc.
Teach: Basic parliamentary procedure, agenda, minutes, good reporting and recording, review constitution, begin scrapbook
Reports: Summer conference delegates, officers' objectives and concerns
Pay dues to NASC and state and local associations
Distribute school handbooks
Publicize school motto, code of conduct, traditions, etc.
Workshop—committee chairpeople, committee advisers, and council representatives

October

Plan for Homecoming and alumni involvement
Plan United Way drive
Plan social activities: Safe/sane Halloween, back-to-school, dances, etc.
Plan November Leadership Conference: Send delegates to state convention, etc.
Plan year-long school spirit drive to promote: Participation, citizenship, scholarship, leadership, sportsmanship, etc.
Teach: Parliamentary Procedure: Motions, criteria of good projects, how to be a good committee member, how to sell ideas, etc.

November

Re-evaluation of documents (code, constitution, regulations, etc.)
Leadership conference for entire school (club officers and members, etc.)

Safety campaign
Scholarship promotion
Student Council Day
Observe spirit of Thanksgiving (assembly, baskets, etc.)
Canned food drive
Teach: problem-solving techniques
Review reporting procedures
Homecoming Month
American Education Week

December

Plan January elections for officers (if needed)
Holiday decorations, social activities, projects, etc.
Evaluate progress, opinion poll, interview students and faculty
Plan awards for honor roll students
Teach: Concepts of brotherhood/how to plan activities for all students

January

Elections for spring semester (if needed)
Delegate elections for second semester (if needed)
Special events for honor roll students
Human Relations Day
Evaluate student council contributions to school life and purposes
Review criteria of good leadership
Focus on how to survive in public office
Select students for mid-year conferences

February

Installation assembly or honor code assembly
Plan Teacher Appreciation Day
American Heritage Week
Valentine social activities/Valagrams
Planning, as in September
Stress citizenship responsibilities
Attend mid-year conference; organize one if it's non-existent
Plan Student Council Week
Elect delegates for district conferences

March

Special projects month
Plan clothing drive
Plan and hold annual money-raising project
Teacher Appreciation Day
Leadership conference reports

April

Plan elections
Prepare awards for Annual Awards Day
Review school constitution for evaluation and changes
Review orientation folder for re-publication

May

Election of officers for fall and of delegates for summer workshops
Awards assembly (inauguration)
Complete council scrapbook
Plan for summer leadership conferences
Plan for September Citizenship Day observance
Evaluate projects and the entire year—as well as individual contributions
Confer with principal for ideas and suggestions for the next year

June

As soon as commencement is over, have a nervous breakdown. You worked for it; you owe it to yourself, and nobody should deprive you of it!
Student council adviser straitjackets available from NASC.

Leadership Conference Planning List

____ 1. From the committee; select the chairperson

____ 2. Set objectives, the theme, the real goals, the logo

____ 3. Decide who ought to be involved
- participants
- staff people needed

____ 4. Develop the schedule
- set the date
- choose the length—beginning/ending times
- decide on discussion topics
- choose recreation, entertainment
- plan meals, snacks
- set specific times
- insurance needed?

____ 5. Get leaders, speakers, staff, resources, equipment

____ 6. Plan housing, place, supervision, etc.

____ 7. Develop budget and set fees

____ 8. Prepare materials
- publicity
- information, preregistration letters, applications
- material for seminars, handouts
- maps, charts
- name tags—place-cards, meal-tickets, etc.

____ 9. Arrange for printing; set deadlines; meet them

____ 10. Decide on what equipment and supplies are needed
- projectors, screens, cords, carts, video, VCR equipment
- duplicating machine, fluid, paper, computer, copy machine
- typewriters, tables, paper
- notebooks, printed materials
- shirts, jackets
- microphone—speakers

____ 11. List rules, procedures, policies

____ 12. Arrange transportation

____ 13. Organize registration

____ 14. Organize departure

____ 15. Clean-up!

____ 16. Evaluate program with each group involved

____ 17. Send thank-you letters

____ 18. File all information for next time

Fund Raising for Student Activities

Because one of the major directions for student activities has become funding projects, it seems important to note a few guidelines and to suggest some ideas.

Some Sample Beliefs About Student Activities Money:

- Money is not the root of all evil (the love of money is). Meanwhile, having money is really superior to poverty.
- Student money is precious stuff and should be highly respected.
- Student money should be treated officially, responsibly, and respectfully. (Official forms must be used and several people should be involved along the way to the bank, not just one student.)
- All money raised in the name of the school legally belongs to the school and becomes the responsibility of the administrative staff.
- Ask for help from the school treasurer, the principal, the adviser.
- Review district, state, county, and city policies regarding public money, its care and distribution.
- Money is raised by selling products: pickles, candy, candles, bulbs, etc.: selling services: shows, washes, dinner, etc.: taxing students: class dues, licenses, activities cards.
- Use community resources and ideas: Kiwanians, JCs, Professional Business Women, Adult Education, local newspapers, churches, etc.
- Corporations, banks, and businesses have "charity" donations, gift accounts, shared funds, matching funds, etc. Find out about these possibilities and use them.
- Don't beg. Do ask. (Not "poor us!" Instead, say please include student activities among your deserving gift receivers.)
- Develop a clear purpose for raising funds. Let it be known and understood.
- Use new ideas; excitement sells. Use the "urgent principle." (This is the last one! Deadline today! Last chance! etc.)
- Create "ideas"—fads; they become "uniforms," then "costumes," but then they become "antiques," and then are valuable again.
- Plan. Set deadlines. Be organized. Stick with goals.
- Charity drives need guidelines: administrative cost; number of people served; crucial need of humans, etc.
- Sell only quality products. (Don't get ripped off. Don't rip-off other people.) When people are ripped off, they don't forgive and it is bad public relations.
- Don't exploit student time, talent, ideas, or resources. (It is a misuse of student talent and time for 30 students to work all day for $10 profit.)
- Sell what is HOT!
- How people perceive a product is what helps to sell it. Have your members support your product through positive role modeling.
- Other people want what I want and need. Let's depend on our own gut-level reactions about whether a product will sell. Instincts of students are highly dependable when people honestly communicate.
- Don't be stupid. Think, reflect, hope, trust, and learn.
- Keep fund experiences simple, direct, and a special event in human lives.
- Have FUN!
- Don't do the work of the board of education. (Don't buy textbooks, movie projectors, chalk, teaching equipment, etc. for the district.) This isn't your job!
- Don't do the faculty's job; don't buy couches for the Faculty Room.
- Money developed this year ought to be used on students this year.

ACTIVITIES—34B

- Almost any project can become a fund-raising activity if we choose a strategy. Try an entry fee idea. Collect contributions, etc. Get sponsorships; advertise in programs.
- Don't keep asking the same contributors. (Teachers for jog-a-thons, parents for monthly events, merchants for ads in publications, etc.) Think of ways to reach new groups: non-parents, older citizens, federal grants, neighboring schools, elementary students, etc.
- Don't "nickel and dime" people to death. Determine money needs at the beginning of the year; design two or three major projects (or weekly ones like candy sales) to meet these needs, rather than scheduling many small fund-raisers.

Now, here are five great fund-raisers that will work for us.

1. _____
2. _____
3. _____
4. _____
5. _____

ACTIVITIES—34C

Are we all behind the idea?
Will we accomplish it?

A Sample Fund-Raiser Checklist:

____ Develop the plan and choose specific goals.
____ Organize committees: Choose chairpeople and members. Set the job.
____ Brainstorm projects and dates.
____ Make recommendations. Get full administrative approval.
____ Check on availability of facilities, equipment, and council members.
____ Finalize dates, places, times, plans.
____ Set up collection and finance plans.
____ Reserve space, order products, do whatever else is necessary to begin.
____ Make a list of needed materials (and sources).
____ Delegate responsibilities (get agreements from people).
____ Create charts and signs.
____ Evaluate progress; adjust plans.
____ Clean and return equipment.
____ Evaluate everything.
____ Develop and submit final reports.
____ Send thank-you letters and deliver incentive awards.
____ File complete notes and records with recommendations for next time.

Progress Chart (Sales Project)

Week 1: Choose the project.
Select the chairpeople.
Establish the committees.
Write out the assignments, the jobs, and the deadlines.

Week 2: Begin promotion with newspapers (school and local) posters, bulletins, etc.
Print tickets; arrange for faculty or distribution point.
Purchase supplies (food, paper goods); order consignments to sell.
Assign workers by area.

Week 3: Distribute materials to workers.
Train your people with the materials in hand.
Sponsor a kick-off promotion; announce incentive awards.

Evaluation

Evaluation of a Student Council Meeting

INSTRUCTIONS: Think back over the meeting you have just attended. Measure it by checking the statements that most accurately describe what you saw.

1. Direction

____ a. Comments slid from point to point; people didn't seem to really care about what they were saying.
____ b. Friendly discussion among friendly people.
____ c. One person or several took over and controlled the topic and the flow of discussion.
____ d. The leader stepped in to try to keep the session organized, on the track, and on time.
____ e. The lively discussion allowed the exchange of several viewpoints; no one dominated the discussion or others.

2. Decision Making

____ a. Remarks were not picked up. (They fell like lead balloons.)
____ b. Handclasps. After support of a thought by one or two, the course of action developed.
____ c. Bulldozing by one or a few.
____ d. Compromise was the key to decisions.
____ e. Decisions were based on complete understanding and agreement.

3. Expressing Ideas

____ a. Ideas and opinions were expressed with little conviction.
____ b. Polite give-and-take resulted in a friendly session.
____ c. Discussions were on a "win your own point" basis; people held tight to their own point of view.
____ d. Although different ideas and opinions were expressed, reasonably acceptable positions were reached; people moved from their position to make group progress.
____ e. Ideas and convictions were expressed frankly and honestly; differences were worked through to genuine mutual understanding.

4. Atmosphere

____ a. Going through the paces, flat and lifeless.
____ b. Easygoing and pleasant.
____ c. Win-lose competitiveness; critical and tense.
____ d. Interesting and satisfying.
____ e. Penetrating and rewarding, challenging, caring.

5. Evaluation

____ a. Little or no attention given to discussing group action.
____ b. Compliments given, but fault not examined.
____ c. Fault-finding; unconstructive criticism.
____ d. Suggestions of how to do differently or better.
____ e. Real effort to evaluate the group while it was working, both for improving action and for learning.

EVALUATION—10B

Why Am I Involved In Student Council?

Probable Area of Satisfaction	As an Individual	As a Team Member	As an Observer
Prestige, Glory, Involvement	What values do I see as most important: Why?	How do I work with others? Am I an important member?	What is our council really doing beyond holding prestige? What next?
Doing something worthwhile	Is my job interesting, worthwhile, useful, challenging, varied?	Do I have an essential part? Are standards realistic for me?	Is this really an important job worth doing?
Gaining personal goals	What are my personal goals? How did I formulate them?	Do I function with the team? What goals of mine are also team goals?	How do I "look" to me in gaining my goals? Am I justified?
Learning to work with others	Is this really an important area for me? Do I see value in this?	Do I get along as well as accomplish? Do I rely on other team members?	How does your council function? Do we seem to care about each other?
Being in the know	Am I well-informed about my job? Do people tell me things?	Am I informed about things regularly? Do I tell others?	Is this gang a clique? Are we free to talk? Grapevine gossip?
Satisfying environment	Do I like our atmosphere?	Do we use facilities well?	Is our council a good place to be?
Recognition	Am I given credit? Is help offered? Do "they" know me?	Does my group like me around? Do I feel I belong? Are "we" okay?	Are others recognized besides the in-group? Do kids "identify"?
Opportunity	Do I manipulate others? Am I an opportunist, or do I really believe in democracy?	Has our council seized every significant chance to be of service?	What opportunities does our council provide for others?
Having confidence in leadership	Do I exemplify characteristics of good leadership? Do I lead?	Do we utilize our various leaders? Do we follow?	Is this a living example of what genuine leadership ought to be?
Other values	My worth? Worth of others? Worth of my achievements? Worth of me in council?	Our worth? Our objectives? Our accomplishments? Our council?	Student council concepts? Genuine contribution? New objectives?
What else?			

EVALUATION—11A

Fun Night Evaluation Form

Type of Party _____ Group Involved _____

Date _____

Rate These Events GREAT FAIR YUK

Events	Draw your responses.
Movie	◯
Academic Games (Monopoly, Scrabble, Checkers, etc.)	◯
Basketball Throw	◯
Leadership Carnival (competition)	◯
Sock Hop	◯
Bingo	◯
Volleyball	◯
Jelly Bean Guess & other booths	◯

	Yes	No
Were there enough chaperones?	_____	_____
Were they friendly and fair?	_____	_____
Did they do their jobs?	_____	_____
Did the faculty participate enough?	_____	_____
Was there good student participation?	_____	_____
Did committee members fulfill their responsibilities?	_____	_____

Overall Rating ◯

Expenses

Income

Profit or Loss _____ (explain loss)

Programs and associations administered by the NASSP Division of Student Activities